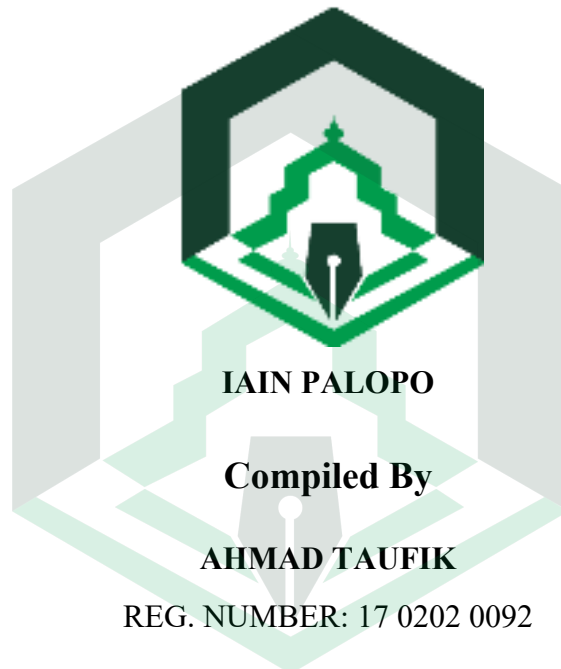


**THE MISTAKE BUSTER AS A TECHNIQUE IN TEACHING
GRAMMAR (AN EXPERIMENTAL RESEARCH AT THE
ELEVENTH GRADERS OF MADRASAH
ALIYAH NEGERI PALOPO)**

A Thesis

*Submitted to the English Research Program of S1 Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo in Fulfillment of Requirement for S.Pd
Degree in English Education*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

THESIS APPROVAL

This thesis entitles "The Mistake Buster as a Technique in Teaching Grammar (An Experimental Research at the Eleventh Graders of Madrasah Allyah Negeri Palopo)", which is written by Ahmad Taufik, Reg. Num. 17 0202 0092, English Language Education Study Program of Education and Teachers Training Faculty, The State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on **Friday, August 12th 2022 M**, coincided with **Muharram 14th 1444 H**, it is authorised and acceptable as fulfilment for the undergraduate degree in English Language Education Study Program.

Palopo, August 23rd 2023 M
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Assalamu'alaikum wr,wb.

Selain melakukan bimbingan, baik dari segi isi,bahasa, maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini :

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Demikian untuk diproses selanjutnya.

Wassalamu'alaikum Wr, Wb.

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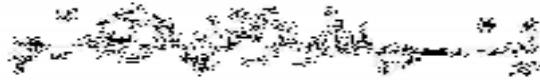
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ACKNOWLEDGMENT



Praise and gratitude the author pray to Allah SWT, the Almighty God, the Most Gracious and Merciful, because of the grace and guidance the researcher was able to complete this thesis. Thesis entitled “TheMistake Buster as a Technique in Teaching Grammar (an Experimental Research at the Second Graders of Madrasah Aliyah Negeri Palopo)”. The researcher realizes that the support and encouragement from many parties are very important for the researcher in the preparation of this thesis. Therefore, the researcher would like to thank:

1. Prof. Dr. Abdul Pirol, M.Ag, as the rector of IAIN Palopo, always gives support and motivation.
2. Dr. Nurdin Kaso, M.Pd, as dean of the Tarbiyah and Teacher Training Faculty at IAIN Palopo.
3. Amalia Yahya, S.E., M.Hum as the head of the IAIN Palopo English Education Study Program.
4. Dr.Muhaemin, M. A as the first consultant. The researcher thanks for the time, suggestion, help, idea, and kindness during completing this thesis.
5. Andi Tenrisanna Syam, S.Pd, M.Pd as the second consultant. The researcher thanks for the time, suggestion, help, idea, and kindness during completing this thesis.

6. Prof. Dr. Sahraini, M.Hum as the first examiner. The researcher thanks for the time, suggestion, help, idea, and kindness during completing this thesis.
7. Yuyun Ruqiyat Said, S.Pd., M.Pd as the second examiner. The researcher thanks for the time, suggestion, help, idea, and kindness during completing this thesis
8. All lecturers of IAIN Palopo, thanks for guidance, attention, motivation, and knowledge in learning the English Language, and also for all staff are in IAIN Palopo, thanks for helping.
9. The headmaster of Madrasah Aliyah Negeri Palopo, along with the teachers and staff, has provided permission and assistance in conducting the research.
10. The researcher thanks his beloved parents, his sister, and his brother, who always give the researcher support, blessing, and financial, to finish my thesis.
11. For BIG C/17 and all My friends who cannot mention one by one thank you for the good friendship, support, and help of our togetherness.
12. Thank for HMPS BIG for the good friendship, support, and help of our togetherness.

The researcher hopes that this thesis can provide value for students and English teachers as well as the reader. The researcher hopes that this thesis can be useful for everyone.

Finally, the researcher hopes that Allah SWT, the lord of the worlds, will always bless and give all the instruction more than what they have done to the researchers.

Palopo, 12 August 2022

The researcher



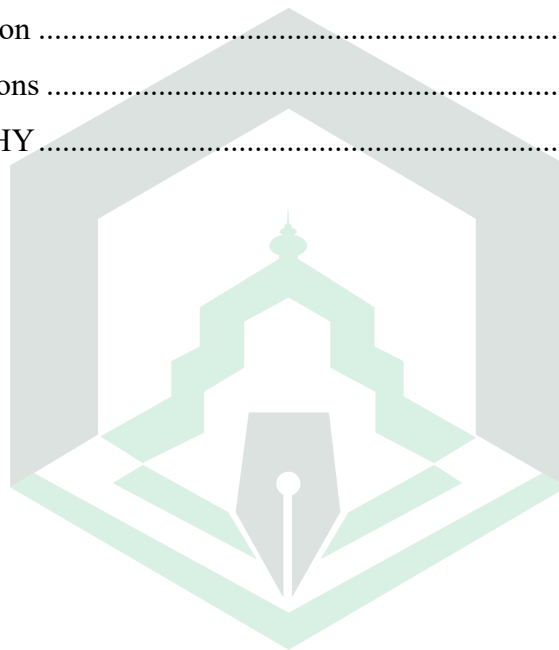
Ahmad Taufik



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ABSTRACT

Ahmad Taufik, 2022. “The Mistake Buster as a Technique in Teaching Grammar (an Experimental Research at the Eleventh Graders of Madrasah Aliyah Negeri Palopo)”. A thesis of the English Language Education Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by: Muhaemin and Andi Tenrisanna Syam.

This research attempted to find out the student's improvement in learning grammar skills using mistake buster as a technique in teaching grammar at the eleventh-grade students of Madrasah Aliyah Negeri Palopo. The researcher applied pre-experimental research. The population of this research was the eleventh-grade students of Madrasah Aliyah Negeri Palopo and the research used purposive sampling. The researcher selected 20 students as his research sample. The research instrument was a grammar test in form of multiple-choice containing 20 items and essays containing 5 items. The researcher gave the students a pre-test and post-test. The data were analyzed by using SPSS 22. The research results shows that the use of mistake buster as a teaching technique is effectively improves students' grammarmastery. The result means score in the pre-test was lower than the mean score in the post-test (53.80 < 77.00). The research concludes that the use of mistake buster as a teaching technique is effective for improving students' grammarmastery.

Keywords: Mistake Buster Technique, Pre-experimental Research, Simple Past Tenses

CHAPTER 1

INTRODUCTION

A. Background

Learning English as an important role, especially in the world of education Grammar support the development of English Language skill. Zang stated that “Grammar teaching is essential in language teaching field. Grammar of a machine, without them, worker can only stand by the iron water.”¹ It means that English language learners who do not get grammar rules interaction cannot use English language learning process. Students need grammar in completing English Language Learning.

Grammar has very complex material so teaching grammar is generally felt boring and even confusing for learner because it needs more analytical ability. Several kinds of grammar, one of them are tenses. Tenses are characteristics of the action or state of being described. Many languages use tense to talk about time. In English, the use of tenses is a method use to indicate time, past, present, and future.

Based on the observation, especially at second graders of MAN Palopo, based on the results of teacher interviews, students are less interested in learning and students less attention at learning time. There are many methods can make students enjoyable, easy, and memorable about grammar (simple past tense). One of them is mistake buster technique. Mistake buster technique is a language

¹Jianyun Zhang, *Necessity of grammar teaching*, *International Education Studies*, vol 2, no. 2 (may, 2009), 1.

teaching technique introduced by Hai K.P. Huynh.² The technique is used to teach past tense. By applied mistake buster technique, students are expected to be more active in teaching learning process because this technique aims to make students active in learning process.³ The researcher chooses the mistake buster technique because it was effective, simple and attracting attention and student participation. This can make students more active and can also improve the ability to pay attention to students.

The researcher focuses on teaching simple past tense. Past tense is used to talk about actions that happened at a specific time in the past, it happened using a time adverb, form of the simple past of verb forms has to be learned. It makes the students difficult to understand the simple past tense.

Based on the problem statement above, the researcher conducts research entitled “*Mistake Buster as a Teaching Technique (An Experimental Research at the Eleventh Graders of Madrasah Aliyah Negeri Palopo)*”.

B. Research Questions

The researcher formulates a research question as follows: “Does mistake buster technique effectively improve the students’ grammar mastery?”

² Hai K.P. Huynh, *Getting Students Actively Involved Using “The Mistake Buster Technique”*, the internet TESL journal, vol IX, no.11, (7 Januari, 2017).

³ Apri Eri Setyaningsih. “The Effectiveness of Mistake Buster Technique to Teach the Simple Past Tense (An Experimental Research with the Eighth Grade Students of SMP Negeri 31 Semarang in the Academic Year of 2017/2018.” Undergraduate Thesis. Semarang: UIN Walisongo, 2018.

C. The Objective of the Research

Based on the research question, the objective of the research is to find out whether or not the mistake buster technique effectively improves the students' grammar mastery.

D. Significance of the research

Theoretically, this research is hoped to give contribution to English teaching and learning. Practically this research benefits the teachers, students, and readers of this thesis.

1. For students

For students, this research is to give information about the use of mistake buster as a technique in learning past tense. It is hoped that they will be motivated to learn grammar especially in past tense.

2. For teachers

For teachers, this research will help teacher in determine the methods and techniques of teaching as the way can improve students' motivation and confidence in learning English.

3. For Readers

The result of this research can be used as reference. It is hoped can give more information and contribute to the knowledge development.

E. Scope of the Research

The researcher used the mistake buster technique to teach simple past tense to the eleventh-grade students of Madrasah Aliyah Negeri Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

The researcher found some relevant previous research that focused on teaching grammar by using the mistake buster technique:

Hilmina (2019) conducted research entitled “*The Influence of Mistake Buster Technique on Students Grammar Ability (Quasi Experimental Research at 8th Grade Students’ of MTS Negeri 04 Muko – Muko in academic years 2018/2019)*”. The objective of her research was to whether or not the use of Mistake Buster Technique effects the students’ motivation for the second-grade students of MTSN 4 Muko-muko, and whether the secondgrade students of MTSN 4 Muko-muko are interested in grammar ability using Mistake Buster Technique. This research applied quasiexperimental. The population of the research was all second students MTSN 4 Muko-muko. Hilmina chose class VIII A as experimental group (20 Students) and class VIII B as control group (20 students) as sample of the research. The Technique of data collecting technique used Grammar ability test There two test, pre-test and post-test. The data of this research used quantitative and the design is quasi experimental. The research instrument used to collect data is grammar test. Then, the research instruments were in the form of 20 multiple choice-test items. Based on statistical there was significant differences in grammar ability between the students who were taught

by using mistake buster technique and that of those who were not. It was showed T-count of 4,781 was higher than table (1.70) of significant 0.05.⁴

Rofiqoh&Nurdiyanto. (2019) conducted research entitled "*The Effectiveness of Mistake Buster Technique in Teaching Present Progressive Tense*". The objective of this research is to prove that the use of mistake buster is effective in teaching Present Progressive Tense. This research applied a quasi-experimental research design involving experimental and control groups. The population of this research was the eighth-grade students of SMPN 5 Palu. The research sample was selected by using a total sampling technique. The number of the students was 30 students in experimental group, and 30 students in control group. The instrument of data collection used to measure the students' grammar mastery was a test. The students were asked to revise wrong verbs from given sentences. The data were analyzed statistically by using t-test formula. The finding shows that there is a significant difference between the score of experimental group and control group. The mean score of the experimental group is higher than that of the control one. Furthermore, the value of the t-counted (6.91) is higher than the value of the t-table (1.67). It indicates that the mistake buster technique is effective to be used to teach Present Progressive Tense to the EFL students.⁵

⁴Hilmina, "The Influence of Mistake Buster Technique on Students' Grammar Ability (Quasi Experimental Research At 8th Grade Students' Of MTS Negeri 04 Muko-Muko in academic years 2018/2019),. Diss. IAIN BENGKULU, 2019.

⁵Rofiqoh, and Nurdiyanto Djupi. "The Effectiveness of Mistake Buster Technique in Teaching Present Progressive Tense." *e-Journal of ELTS (English Language Teaching Society)*, 2019, 8.1.

Fitriyani (2018) conducted research entitled "*The Effectiveness of Mistake Buster Technique to Improve Students' Grammar Mastery (An Experimental Research at Eighth Grade of SMP Islam Pencangaan in the Academic Year 2017/2018)*." Fitriyani used quantitative approach in the form true experimental design. The population of this research was eight grades of SMP Islam Pencangaan and the samples of this research were VIII A as experimental class and VIII B as control class of SMP Islam Pecangaan. In experimental class was taught by using Mistake Buster Technique while in control class was taught by using conventional technique. Random sampling was choosing as the technique of sampling. Then, the instrument of this research was test. The test was pre-test and post-test. This research consisted of five meetings with three treatments. The result of this research showed that the mean score of pre-test in experimental class was 61.61. After giving the treatment, it became 91.25. Then, the mean score of pre-test in control class was 55,62 and the post-test was 75.63. It showed that the score pre-test and post-test in experimental class was higher than control class. It means that the use of mistake buster technique was effective to increase students' understanding about grammar. Besides that, the score of t-observewas 2,057 while the score oft-table in 5% significance level was 2.009. So, it showed the significant of t-observe > 5% = 2,057 > 2,009. It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.⁶

Syam (2017) conducted research entitled "*Using the Mistake Buster Technique to Improve the English Grammar Mastery*" She aimed at finding out

⁶ Fitrianiisma, *The effectiveness of mistake buster technique to improve student grammar mastery*, (2018).

whether or not the use of mistake buster technique is able to improve the English grammar mastery and finding out the students' interest toward the use of mistake buster technique. She employed a quasi-experimental research method. The population and sample consist of 66 students which belong to two groups; 33 students in experimental group and 33 students in control group. The research data are collected using grammar test and questionnaire which are analyzed by inferential and descriptive statistics through SPSS 17.0 and Likert Scale. The research result indicates that the use of mistake buster technique is more effective than non-mistake buster technique in improving English grammar mastery of the ten grade students of SMA Negeri 3 Makassar in academic year 2014/2015. The students' result of posttest for experimental group is higher than the students' result of posttest for control group. It is proven by the mean score of posttests of experimental group is higher than the control group in grammar test ($63.87 > 40.00$). The difference of those mean score is statistically significant; it is based on t-test value at significant level 0.05, the probability value is lower than significant level ($0.00 < 0.05$). Then, analysis using Likert Scale shows that the students' interested to learn grammar by using mistake buster technique. It is proved by 60.6% students were in very interested category.⁷

The researcher found that the use of mistake buster as a technique is very effective, especially when teaching grammar skill. Based on some the studies mentioned above. This study also employs the mistake buster as a technique to

⁷AndiTenrisannaSyam, "Using The Mistake Buster Technique To Improve The English Grammar Mastery", *IJELTAL: Indonesian Journal of English Language Teaching and Applied Linguistics Journal*, 1.2, (2017): 104-114.

increase students grammar understanding. The difference between this study and previous research is the mistake buster as a technique may improve students grammar mastery as well as make can improve students' motivation and confidence in learning English.

B. Some Pertinent Ideas

1. Grammar

a. Definition of grammar

Lock in Apriyanti (2018) states that functional grammar is therefore the kind of grammar most likely to have useful things to say to language learners and teachers. So, grammar is the system of a language which can help one to learn a language more quickly and more efficiently. Grammar has important role in teaching and learning English. When the students' grammars are good the students will be easy in mastering English. Mastering grammar is required to make the students easier in arranging the words in English sentences. In other words, lacking of grammar mastery in learning English will cause difficulties in mastering English.⁸ Grammar has important role in learning of language. The difficulties of learning English are mainly caused by the grammatical system which is different with Bahasa Indonesia. One of the grammatical structures in English is passive voice. This grammar is very important to be mastered by students or learners who are researching English.

⁸Apriyanti O, "The Influence of Using Error Analysis Draw Game Towards Students Grammar Mastery At The First Semester Of The Eleventh Class of SMKYP 96 Bukitkemuning North Lampung In The Academic Year 2017/2018".

Harmer defined that “Grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey. The grammar of language is what happens to words when they become plural or negative, or what order is used when we make a question or join two clauses to make one sentence⁹.”

b. Grammar in language teaching

Language has three major parts: pronunciation (that is sound or pronunciation), vocabulary (that is word), and grammar. In learning a certain language, grammar is part of language components that must be learned by the students. By researching grammar of the target language, without neglecting to other components, the learners will understand the language either oral or written. Grammar is central to the teaching and learning of languages.

Traditional approach to teaching grammar and the design of course books reflected a view of language that saw the sentence and sentence grammar as forming the building blocks of language, the goal of language teaching was to enable learners to understand how sentences are used to create different kinds of meaning, to help them to master the underlying rules for forming sentences from lower-level grammatical, such as phrases and clauses, and to provide practice in using them as a basis for written and spoken communication.¹⁰ From the explanation above, grammar is the main component of the language that must be

⁹Setyoningsih, A. E., “The Effectiveness of Mistake Buster Technique to Teach the Simple Past Tense: An Experimental Research with the Eighth Grade Students of SMP Negeri 31 Semarang in the Academic Year Of 2017/2018”, (Thesis, Semarang: UIN Walisongo Semarang).

¹⁰Jack C. Richards, *Key Issues in Language Teaching*, (Cambridge: Cambridge University Press, 2015), 263.

learned and understood because it's very important to communicate with other people oral or written.

2. Past Tense

a. Definition of the simple past tense

Past tense most commonly refers to past time via some past point of reference, especially in fictional narrative and description, where the use of past tense to describe imaginary past happenings is a well-established convention. Past tense is seen as a time before the moment of speaking or writing, or as time around a point before the moment of speaking¹¹. Obeidat (2014: 63) said that simple past tense is used for actions completed in the past at definite time.¹² Kardimin (2009:155) simple past tense is the events that occurred or action activities that done in the past in the simple form and known the accuracy of events do.¹³ The time that usually used to identify simple past tense using time markers like yesterday, last year, ago, and others. Hewings (2005;10) simple past tense is used when someone give an account of a sequence of past events, they usually put these events in chronological order using the simple past.¹⁴ Many functions of simple past tense, but the most common is expressing the action that occurs and ended in the past time.

¹¹ Jack C. Richards, *Key Issues in Language Teaching*, (Cambridge: Cambridge University Press, 2015), 263.

¹² IsmaFitriyani, The effectiveness of mistake buster technique to improve students grammar mastery (an experimental research at eight grade of smpislampecangaan in the academic year 2017/2018, *jurnaledulingua*, vol 5, no.1, (juni : 2018), 48.

¹³ IsmaFitriyani, The effectiveness of mistake buster technique to improve students grammar mastery (an experimental research at eight grade of smpislampecangaan in the academic year 2017/2018, *jurnaledulingua*, vol 5, no.1, (juni : 2018), 48.

¹⁴ IsmaFitriyani, The effectiveness of mistake buster technique to improve students grammar mastery (an experimental research at eight grade of smpislampecangaan in the academic year 2017/2018, *jurnaledulingua*, vol 5, no.1, (juni : 2018), 48.

b. Kinds, Pattern, and Example of the Simple Past Tense

Simple past tense is a common tense in English. There are two kinds of form of past tense. Firstly, past form by adding –ed in a verb.¹⁵It's called verbal sentence. We can add –ed if we use a regular verb. And if we use an irregular verb, we can change the form of verb¹⁶. Secondly, past tense using be (was/were)¹⁷.it's called nominal sentence. The following is lists of regular and irregular verb.¹⁸

Regular verbs:	
Present Tense	Past Tense
Research	Studied
Play	Played
Walk	Walked
Invite	Invited

Irregular verbs:	
Present Tense	Past Tense
Run	Ran
Send	Sent
Take	Took
See	Saw

1) The Simple Past Tense in Verbal Sentence.

(1) Positive sentence.

The pattern of positive sentence in verbal:

Subject + Verb2 + Object

¹⁵Betty S. Azar, Basic English Grammar 3rd ed, 2006,221.

¹⁶Betty S. Azar, Basic English Grammar 3rd ed,227.

¹⁷Betty S. Azar, Basic English Grammar 3rd ed,213.

¹⁸W.Y. Gumpol, Mastery of Sixteen Tenses, (Yogyakarta: Kanisius, 1995), 59.

Example:

I walked to school yesterday.

I bought a car three days ago.

He lived in Paris for ten years.

(2) Negative sentence

In the negative sentence, we should add didn't before a verb. After we add didn't, the second verb should be change in the form v1.¹⁹

S + Did Not + V₁ + O

Example:

I didn't walk to school yesterday

I didn't buy a car three days ago.

He didn't live in Paris for ten years.

(3) Interrogative sentence

To make an interrogative sentence, we should put the auxiliary did on the first sentence, and the second verb, should be change into V₁.

¹⁹Pardiyono, Bahasa Inggris 16 Tenses, (Yogyakarta: CV Andi Offset, 2007), 63.

Question	Answer
Did + Subject + V1+ O	Short answer + (long answer)
(a) Did you walk to school yesterday?	(a) Yes, I did. (I walked to school yesterday) No, I didn't. (I didn't walk to school yesterday)
(b) Did you buy a car three days ago?	(b) Yes, I did. (I bought a car three days ago) No, I didn't. (I didn't buy a car three days ago)
(c) Did Aldi live in Paris for ten years?	(c) Yes, he did. (he lived in Paris for the years) No, he didn't. (he didn't live in Paris for ten years)

2) The Simple Past Tense in Nominal Sentence

Nominal sentence in past tense uses be (was/were). To be “Was” is used to subject I, he, she, it. To be “were” is used to subject you, we, they.

(1) Positive Sentence

In positive sentence, be (was/were) followed by adjective, adverb, or noun.²⁰

(a) Adjective

- Cindy was very angry with her friend yesterday.
- I was very worried with my mother last week.
- They were very happy on their holiday last month.

(b) Adverb: Place and Time

- I was in Yogyakarta last week
- This book was on this table two days ago.
- They were just at home. They didn't go anywhere.

²⁰Pardiyono, Bahasa Inggris 16 Tenses, (Yogyakarta: CV Andi Offset, 2007), 63.

(c) Noun

- Silvia was a good singer in the last year.
- Mr. Boy was a chairman of the training.
- They were teacher in my school last month.

(2) Negative Sentence

The negative sentence in nominal form same as with the positive sentence, but we should add not after the auxiliary verb (was/were).

Example:

- (a) They weren't happy in their holiday last week.
- (b) They weren't at home last night.
- (c) She wasn't a good dancer.

(3) Interrogative Sentence

To make an interrogative, auxiliary was/were are in the first sentence, and the second verb change into V₁.

Examples:

- Were you very busy yesterday?
- Were you at home last night?
- Was Charlos a teacher last week?

3. Mistake Buster Technique

a. Definition of Mistake Buster Technique

Teaching helps students comprehend materials by conducting teaching activity. Teaching is an activity which is both teacher and students

participate.²¹ According to Brown, technique is any of a wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives.²² There are many techniques in teaching, one of them is mistake buster technique.

The mistake buster technique is a language teaching technique that focus on the students' participation to evaluate their own grammatical error that had been made or prepared by the teacher. This technique was introduced by Hai K.P. Huynh and used to make students become active and responsible towards learning by practice to correct their wrong sentences.²³

The mistake buster technique is not only helping students to understanding grammatical mistake but also can support their writing skill. So, the students can creative in writing simple past tense.

b. The Advantages of Mistake Buster Technique

The mistake buster technique has many advantages for students and teachers in teaching and learning process, they are:

1. Students are interested and excited in learning process. The level of excitement is even increased when the class is divided into some teams to compete with each other in finding and correcting the mistakes.

²¹ Dina Mustafa and Maher Abd, The Impact of Communication in Teaching, *An International Multidisciplinary Journal of Tourism*, (Vol.2, No.1, Spring/2006),1.

²² Douglas H. Brown, *Teaching By Principles*, (San Frasisco State University: Longman, 2001),16.

²³ Ni Made Ratminingsih Teknik Mistake Buster Dalam Pembelajaran Grammatika: Upaya Meningkatkan Penguasaan Grammar dan Partisipasi Siswa Kelas 1 SMP Negeri 1 Sukasada Dalam Pembelajaran Dengan Orientasi Kurikulum Berbasis Kompetensi. (Bali: Universitas Pendidikan Ganesha).

2. The students have the opportunity to identify the possible mistakes themselves instead from the teacher. So, it makes the students satisfied when they can find the mistake.
3. This technique can help the teacher to check the students understanding toward grammatical rule.

c. The Disadvantages of Mistake Buster Technique

Beside has advantages, mistake buster technique also has disadvantages.

Those disadvantages are:

1. Before teaching, the teacher should prepare some wrong sentences.
2. Teacher should read the sentences more than once.
3. The class will be crowded because all of the students active in the activities.
4. The students only correct the wrong verb.

d. Sample activity to use mistake buster.

Huynh (2003) shows how the “Mistake Buster” is employed to check students’ ability to use regular and irregular verbs in the simple past tense as follows²⁴:

Step 1. Warm Up: (A Verb List can be used)

- a. Tell students they are going to have an activity to review the Simple Past Tense.

²⁴ Hai K.P. Huynh, “getting students actively involved using “the mistake buster “technique”, *the internet TESL journal*, vol IX, no.11, (7januari, 2017).

- b. Divided the class into two teams and tell them they are going to compete in the activity.
- c. Make two columns on the white board and ask students to fill the left column with many verbs in the Present Tense.
- d. Tell them they have to find the Past tense forms for all the verbs. They have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points.
- e. Begin the activity and add up the scores for each team when all the verbs have been changed to the Simple Past Tense.

Step 2. (Short Sentence and Long Sentences can be used)

- a. Tell students that they have to listen to short sentences and then long sentences to find the mistakes in the verbs and correct them by putting them in the Simple Past Tense.
- b. Start reading one sentence at a time. Repeat the sentence if they did not understand it the first time.
- c. Students have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points.
- d. Keep scores and add them up after all sentences have been read and corrected.

Step 3. (A Narrative can be used)

- a. Tell students they are going to listen to a narrative and write down the verbs they think are wrong.

- b. Read the narrative at a normal speed once.
- c. Read it again if necessary.
- d. They have to raise their hands quickly to get the permission to give an answer.
- e. Ask them to say out loud the wrong verbs they heard and the correction as well.
- f. Keep score and add them up when all the verbs have been corrected.

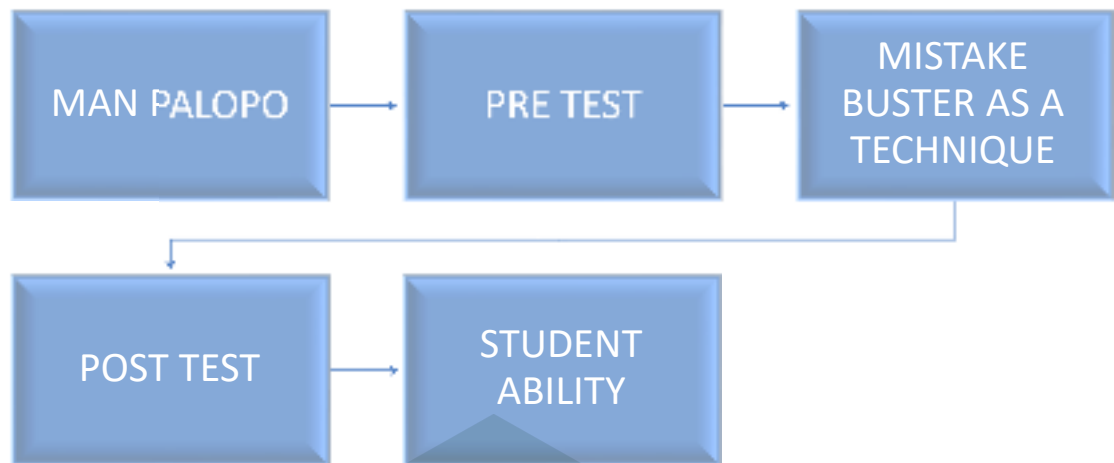
Step 4. Wrap Up

- a. Praise Students for their efforts.
- b. Review important points or give more explanation if necessary²⁵.

C. Theoretical Framework

This research involved the students of Madrasah Aliyah Negeri Palopo who have learned English as a foreign language since the first class.

²⁵Amin B, "The Use of Mistake Buster Technique to Improve the Students' Writing Skill. Exposure", 4(1), 1-25.



D. Hypothesis

This hypothesis is a temporary answer to the result that be expected. Base on the explanation in the introduction. So, the hypothesis in this research is formulated, as follow:

1. H_0 : the use mistake buster techniquedoes not effectively improve the grammar mastery of the eleventh graders of Madrasah Aliyah Negeri Palopo
2. H_1 : the use mistake buster technique effectively improves the grammar mastery of the eleventh graders of Madrasah Aliyah Negeri Palopo

CHAPTER III

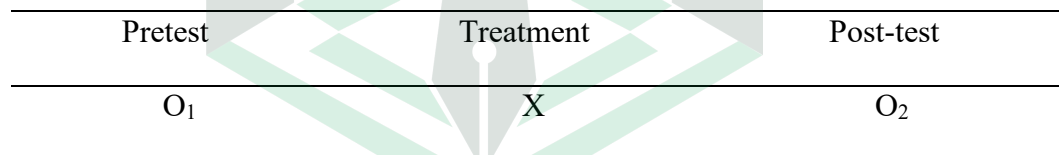
METHOD OF THE RESEARCH

A. Research Method

The method of this research was pre-experimental. Pre-experimental does not truly experiment. This experiment does not fulfill requirements like the experiment method. It was used to know the effectiveness of mistake buster technique in teaching the simple past tense to the second graders of Madrasah Aliyah Negeri Palopo in the academic year of 2021/2022.

B. Research Design

This research applied the pre-experimental method consisting of pre-test, treatment, and post-test. It would be designed as follows:



Where: O₁ = Pre-test

X = Treatment

O₂ = Post-test²⁶

The pre-test was given before the treatment to find out the students' prior knowledge in using simple past tense while the post-test was given after treatment to measure the students' mastery on tenses.

²⁶Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 1998), 84.

C. Population and Sample

1. Population

The population of the research was the eleventh graders of Madrasah Aliyah Negeri Palopo with the total students 120 in the academic year 2021/ 2022.

2. Sample.

In this research, the researcher employed purposive sampling technique. The research took the eleventh graders of Madrasah Aliyah Negeri Palopo. The researcher chose class MIPA 2 as a sample with a total student 20 student. The researcher chose this class as the sample because the students have low achievement on grammar.

D. Research Variable

1. The independent variable is the mistake buster technique
2. The dependent variable is the students' mastery on simple past tense

E. Research Instrument

In this research, the researcher gave the grammar test. The tests were in the form of multiple choices (consisted of 20 numbers) and fill in the blanks the narrative text (consisted of 5 numbers). So overall there were 25 questions.

F. The Procedure of Collecting Data

The data were gathered by using the procedures below:

1. Giving pre-test.

The pre-test was the first action to find out the students' understanding of the simple past.

2. Giving treatment

The treatments were given to the students after they have answered the pre-test. The treatments were conducted in six meetings. The steps are as follows:

a) First meeting

1. The researcher told the students that they will learn about the Simple Past Tense
2. The researcher explained the material about the Simple Past Tense
3. The researcher divided the class into two teams and tells them that they competed in this activity.
4. The researcher made two columns on the blackboard and asked the students to fill in the left column with many verbs in the Present Tense.
5. The researcher told the students that they had to find the Past tense for all the verbs. The students had to raise their hands quickly to get permission to give an answer. For each correct answer, the team would be awarded ten points.

b) Second meeting

1. The researcher told the students that they had to read some short sentences (active sentences) to find errors in the verbs and correct them.
2. The researcher reads the sentences to students and clarifies if there were misunderstandings or unknown vocabulary.

3. The researcher distributed worksheets to each student and asked them to find structural errors in the short sentences.
4. Students must raise their hand quickly to get permission to give an answer. For each correct answer, the team gets ten points.
5. The researcher saved the score and added it up after all sentences were read and corrected

c) Third meeting

1. The researcher told the students that they had to read several long sentences (active sentences) to find errors in the verbs and correct them.
2. The researcher read the sentences to students and clarified if there are misunderstandings or unknown vocabulary.
3. The researcher distributed a worksheet to each student and asked them to find the structural errors in the long sentences.
4. Students must raise their hand quickly to get permission to give an answer. For each correct answer, the team gets ten points.
5. The researcher saved the score and added it up after all sentences were read and corrected

d) Fourth meeting

1. The researcher told the students that they had to read some short sentences (negative sentences) to find errors in the verbs and correct them.
2. The researcher read the sentences to students and clarified if there were misunderstandings or unknown vocabulary.

3. The researcher distributed the worksheets to each student and asked them to find the structural errors in the long sentences.
4. Students must raise their hand quickly to get permission to give an answer. For each correct answer, the team gets ten points.
5. The researcher saves the scores and adds them up after all sentences are read and corrected.

e) Fifth meeting

1. The researcher told the students that they had to read several long sentences (negative sentences).
2. The researcher distributed worksheets to each student and asked them to find structural errors in the long sentences and correct them.
3. Students must immediately raise their hands to get permission to give answers. For each correct answer, the team will score ten points.
4. The researcher saves the scores and adds them up after all sentences are read and corrected.

f) Six meeting

1. The researcher told the students that they would read a narrative paragraph and write down the verbs they thought were wrong and correct them.
2. Students read the narrative paragraph.
3. Students must immediately raise their hands to get permission to give answers.
4. The researcher asked the students to say aloud the wrong verbs they read and corrected them as well.

5. The researcher saved the scores and added them up after all the verbs were corrected

4. Giving pos-test

A post-test was conducted at the end of the meeting to find out the students' mastery on simple past tense.

G. The Technique of Data Analysis

Quantitative data collected and analyzed by computing the score of pre-test and post-test all data finding through this research would be analyzed by conducting the following steps:

1. Scoring the students' answers.

$$\text{Score} = \frac{\text{totalcorrectanswer} \times 100}{\text{Totaltest items}}$$

2. Computing frequency of the rate percentage, the researcher applied the following formula :

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Percentage

F = Frequency

N = the number of samples (total respondents)²⁷

3. Classification the students score based on the following classification:

²⁷Ridwan, Dasar-Dasar Statistika (Bandung: Alfabeta,2003),41.

In giving scores to the students' after following the pre-test and post-test, the researcher adopted the scoring classification which is suitable with the grammar testing criteria:

The Students' Score Classification

No	Score		Classification
1	96-100	6	Expert
2	86-95	5	Proficient
3	76-85	4	Apprentice
4	66-75	3	Novice
5	56-65	2	Unsatisfactory
6	<55	1	Fail

4. Calculating the mean score and standard deviation of students, the paired sample statistic, and the paired sample correlation of pre-test and post-test and the pairs sample test by using SPSS version 22.

5. Creteria of hypothesis acceptability

If= $t_0 \geq t_t$ it means that null hypothesis is rejected

If= $t_0 \leq t_t$ it means that null hypothesis is accepted²⁸

²⁸Anas Sudijono, Pengantar Statistik Pendidikan, (Jakarta: Raja Grafindo, 1995), 289.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This part showed the result of the data that have been analyzed statistically and the tabulating of data. It compared if the students' scores in pre-test and post-test, the classification of students score in pre-test and post-test, and the mean score of students' pre-test and post-test.

1. Analysis of students score in the test

a. Pre-test

In this section, the researcher showed the complete score of students in the simple past tense (students' correct answer), the mean score, and standard deviation of students, and the researcher presented the data in the tables and calculates the score by using SPSS 22. Then, the researcher showed the students' complete of simple past tense in the pre-test. The tabulation of students' scores in the pre-test can be seen in the table.

Table 4.1 The Score of Students in Pre-Test

No	Respondents	Correct Answer	Score
1	RD1	21	84
2	RD2	22	88
3	RD3	23	92
4	RD4	22	88
5	RD5	8	32
6	RD6	14	56
7	RD7	7	28
8	RD8	21	84
9	RD9	7	28
10	RD10	6	24
11	RD11	24	96
12	RD12	11	44

13	RD13	8	32
14	RD14	11	44
15	RD15	10	40
16	RD16	10	40
17	RD17	12	48
18	RD18	9	36
19	RD19	11	44
20	RD20	12	48

Table 4.1 showed that one student got the lowest score (24) and onestudents got the highest score (96).

To calculate the mean score of students' correct answers, the researcher calculated it by using SPSS 22. The result can be presented into the table descriptive statistic it can be seen in Table 4.2 as follows :

Table 4.2 The Mean Score of Students' Correct Answer in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	24	96	53.80	24.742
Valid N (listwise)	20				

From table 4.2, show that the highest score of students is 96 and the lowest score is 24. Besides, it also indicated that the mean score of students' in the pre-test was53.80and the standard deviation was24.742.

On the other side, the researcher also had calculated the students' pretest scores. It was presented through the table rate percentage score in Table 4.3 as follows:

Table 4.3. The Rating Percentage Score of the Students' Correct Answer in Pre-Test

Classification	Score	Frequency	Percentage
Expert	96-100	1	5%
Proficient	86-95	3	15%
Apprentice	76-85	2	10%
Novice	66-75	-	0%
Unsatisfactory	56-65	1	5%
Fail	<55	13	65%
		20	100%

Table 4.3 indicated students' scores and students' frequency in pre-test. It showed that 1 student (5%) classified as expert, 3 students (15%) classified as proficient. While there were 2 students (10%) classified as apprentice and 1 student (5%) got unsatisfactory score. And there were 13 students (65%) fail to get a good score. Based on the data above, it can be seen that some students got failed indicated that the students' ability in the simple past tense is still low.

b. Post-Test

The researcher showed the complete score of students in the posttest (students' correct answer), the mean score, and standard deviation of students, and the rate percentage. The tabulation of students' scores can be seen in Table 4.4 as follows:

Table 4.4 The Score of Students in Post-Test

No	Respondents	Correct Answer	Score
1	RD1	23	92
2	RD2	23	92
3	RD3	24	96
4	RD4	23	92
5	RD5	19	76
6	RD6	20	80

7	RD7	14	56
8	RD8	22	88
9	RD9	21	84
10	RD10	20	80
11	RD11	25	100
12	RD12	15	60
13	RD13	21	84
14	RD14	18	72
15	RD15	14	56
16	RD16	13	52
17	RD17	18	72
18	RD18	16	64
19	RD19	17	68
20	RD20	19	76

Table 4.4 showed that one student got the lowest score (52) and one students got the highest score (100).

To calculate the mean score of students' correct answers, the researcher calculated it by using SPSS 22. The result can be presented into the table descriptive statistic it can be seen in Table 4.5 as follows:

Table 4.5 The Mean Score of Students' Correct Answer in Post-Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	52	100	77.00	14.327
Valid N (listwise)	20				

From table 4.5, show that the highest score of students was 100 and the lowest score was 52. Besides, the mean score of students' in the post-test was 77,00 and the standard deviation was 14.327.

The researcher also had calculated the students' score in post-test and it is presented in Table 4.6 as follows:

Table 4.6 The Rating Percentage Score of the Students' Correct Answer in PostTest

Classification	Score	Frequency	Percentage
Expert	96-100	2	10%
Proficient	86-95	4	20%
Apprentice	76-85	6	30%
Novice	66-75	3	15%
Unsatisfactory	56-65	4	20%
Fail	<55	1	5%
		20	100%

Table 4.6 indicated that students score in the frequency of the post-test. It showed that 2 students (10%) who classified as expert; 4 students (20%) classified as proficient; 6 students (30%) classified as apprentice. 3 students (15%) classified as Novice. 4 students (20%) got unsatisfactory scores and 1 student (5%) failed to get a good score. The data above indicated that the student's ability in simple past tense has improved.

Based on the mean scores of students in pre-test and post-test, the researcher calculated it by using SPSS 22. The result was presented in the table descriptive statistic as follows:

Table 4.7 The Mean Score and Standard Deviation in Pre-Test (T1) and Post-Test (T2)

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	24	96	53.80	24.742
Posttest	20	52	100	77.00	14.327
Valid N (listwise)	20				

Table 4.7 samples statistics indicated that the standard deviation in the pre-test was 24.742 and in the post-test is 14.327. It also showed that the mean score of students in the pre-test was 53.80 and the mean score of the students in the post-test is 77.00. The result of the table above showed that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It concluded that using the mistake buster as a teaching technique was effective in teaching simple past tense.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the researcher used test analysis and calculated it by using SPSS 22. The result could be shown in the table of paired sample statistics, paired sample correlations, and paired sample test. It is presented in the following tables:

Table 4.8 The Paired Sample Statistic of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	53.80	20	24.742	5.532
	Posttest	77.00	20	14.327	3.204

Table 4.8 above indicated that the value of standard deviation in the pre-test is 24.742 and 14.327 in the post-test. Besides, the standard deviation error in the pre-test is 5.532 and 3.204 in the post-test. The table above also showed that the mean score in the pre-test is 53.80 and in the post-test is 77.00. It concluded that the students' scores improved from 53.80 to 77.00.

Table 4.9 The Paired Sample Correlation of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	.722	.000

Table 4.9 paired samples correlations of pre-test and post-test above presented that the correlation of the students' ability before and after treatment is .722. It means that there was a significant correlation between students' ability in the simple past tense before and after treatment.

Table 4.10 The Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	Pretest – Posttest	-23.200	17.489	3.911	-31.385	-15.015	-5.933	19	.000

From table 4.10 the paired sample test shows that t_0 (count)=5.933 and df (degree of freedom)= 19. Based on the table distribution of $t_{t(table)} = 1.761$, it was the standard of significant 0.05 with degree of freedom (df)=19. Based on the result, the result concluded that t_0 (count) was higher t_t (table).

$$5.933 > 1.729$$

Related to the result that ($t_0 > t_t$) it means that the H_0 null hypothesis was rejected and automatically H_1 alternative hypothesis accepted. It was concluded

using the mistake buster as a teaching technique is effective in improving simple past tense mastery in class MIPA III at MAN Palopo.

B. Discussion

Based on the research findings above the researcher found out that using the mistake buster as a teaching technique is effective in improving simple past tense mastery. The result data analysis showed that the mean score of the students' pre-test is 53.80 and the mean score of the post-test is 77.00. It means that using mistake buster as a teaching technique in teaching simple past tense could improve the students' mastery in simple past.

Several previous researchers found the same results of the current researcher. Syam (2017) found that the students' result of posttest for experimental group is higher than the students' result of posttest for control group. It is proven by the mean score of post-test of experimental group is higher than the control group in grammar test (63.87 > 40.00). Then, analysis using Likert Scale shows that the students' interested to learn grammar by using mistake buster technique. It is proved by 60.6% students were in very interested category.²⁹

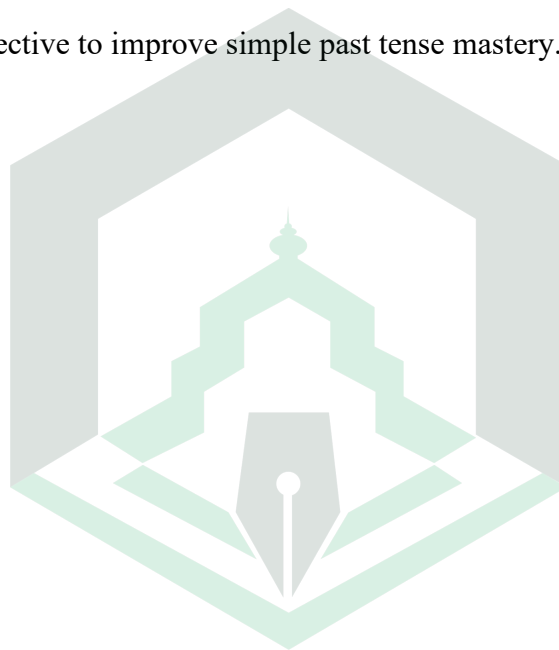
Fitriyani (2018) found that the use of mistake buster technique was effective to increase students' understanding about grammar.³⁰

²⁹Andi Tennisanna Syam, Using the Mistake Buster Technique to Improve the English Grammar Mastery. *IJELTAL: Indonesian Journal of English Language Teaching and Applied Linguistics Journal*, 1.2, (2017), 104-114.

³⁰Fitriani Isma, "The Effectiveness of Mistake Buster Technique to Improve Student Grammar Mastery."

In this research, by using the mistake buster as a technique the students could understand the text structure of simple past tense, students can be differentiated between the types of simple past tense sentences (verbal sentence) and (nominal sentence), students can be made sentences in the simple past tense and change the sentence from positive form into the negative form interrogative form and students can differentiate between irregular verbs and regular verbs.

The results of previous research above prove that the mistake buster as a technique is effective to improve simple past tense mastery.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher concluded that using the mistake buster as a technique is effective to improve simple past tense at MAN Palopo. It can be seen after doing the treatment. The result showed that there is a significant difference between the students' mean scores in pre-test and post-test. In the pre-test, the student's mean score is 53.80 and the student's mean score in the post-test is 77.00, so hypothesis H_0 null hypothesis is not accepted and alternative hypothesis H_1 is automatically accepted. Therefore, it can be concluded that grammar using the mistake buster as a technique is effective to improve simple past tense.

B. Suggestions

After finding the results of the research, the researcher would like to propose some suggestions as follow:

1. For the teacher

For teachers, this research will help teacher in determine the methods and techniques of teaching as the way can improve students' motivation and confidence in learning English.

2. For Students

For students, this research is to give information about the use of mistake buster as a technique in learning past tense. It is hoped that they will be motivated to learn grammar especially in past tense.

3. For TheResearcher

The result of this research can be used as reference. It is hoped can give more information and contributes the knowledge.



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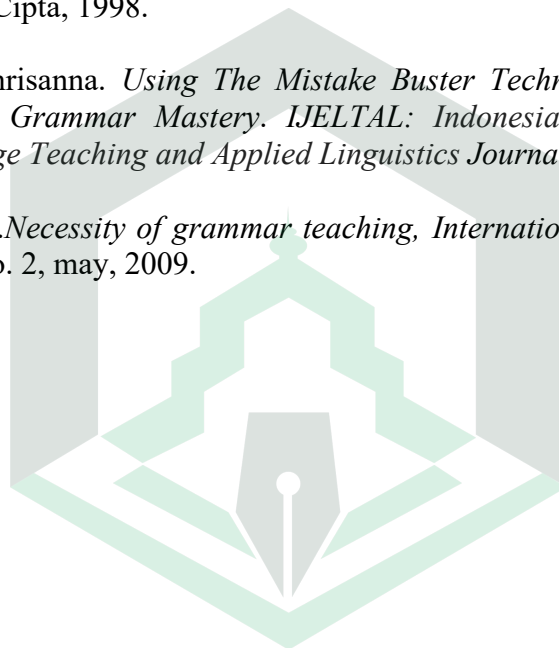
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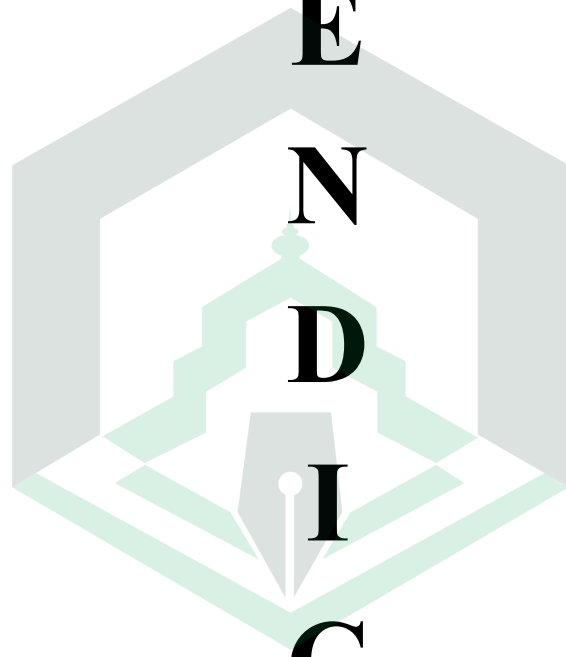
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : MAN Palopo
Mata pelajaran : Bahasa Inggris
Materi pokok : Simple Past Tense
Pertemuan : 1

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahuny tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang, sesuai dengan konteks penggunaannya.

2. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang dengan penjelasan, dengan memperhatikan fungsi sosial, struktur sosial dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa mampu lebih aktif di dalam kelas dalam proses pembelajaran bahasa Inggris.
2. Siswa mampu lebih aktif dalam mengevaluasi kesalahan grammatical yang di buat oleh guru dalam proses pembelajaran bahasa Inggris.
3. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

D. Materi pembelajaran

- Definisi Simple past Tense

E. Langkah langkah pembelajaran

1. Kegiatan pendahuluan (10 menit)
 - Peneliti memberikan salam
 - Peneliti membuka pelajaran dengan berdoa terlebih dahulu
 - Peneliti mengecek kehadiran siswa
 - Peneliti membuka pelajaran dengan menyapa siswa, menyakan kabar dan lain lain
2. Kegiatan inti (40 menit)
 - Peneliti menyampaikan kepada siswa bahwa mereka akan mempelajari tentang Simple Past Tense
 - Peneliti menjelaskan materi tentang Simple Past Tense
 - Peneliti membagi kelas menjadi dua tim dan memberitahu mereka bahwa mereka akan berkompetisi dalam kegiatan tersebut.
 - Peneliti membuat dua kolom di papan tulis dan meminta siswa untuk mengisi kolom kiri dengan banyak kata kerja dalam Present Tense.
 - Peneliti mengatakan kepada siswa bahwa mereka harus menemukan bentuk Past tense untuk semua kata kerja. Para siswa harus mengangkat tangan mereka dengan cepat untuk mendapatkan

nizin untuk memberikan jawaban. Untuk setiap jawaban yang benar, timakandiberikan sepuluh poin.

3. Kegiatan penutup (10 menit)

- Peneliti menyimpulkan kegiatan yang telah dilakukan
- Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran
- Peneliti menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya
- Peneliti menutup dengan doa

F. Penilaian hasil pembelajaran

1. Penilaian pengetahuan: grammar
2. Pedoman penskoran

$$\text{Score} = \frac{\text{total correct answer} \times 100}{\text{Total test items}}$$

The Students' Score Classification

No	Score		Classification
1	96-100	6	Expert
2	86-95	5	Proficient
3	76-85	4	Apprentice
4	66-75	3	Novice
5	56-65	2	Unsatisfactory
6	<55	1	Fail

G. Exercise

Simple past tense adalah bentuk kalimat yang menunjukkan bahwa suatu kegiatan atau situasi dimulai dan berakhir pada waktu tertentu di masa lalu.

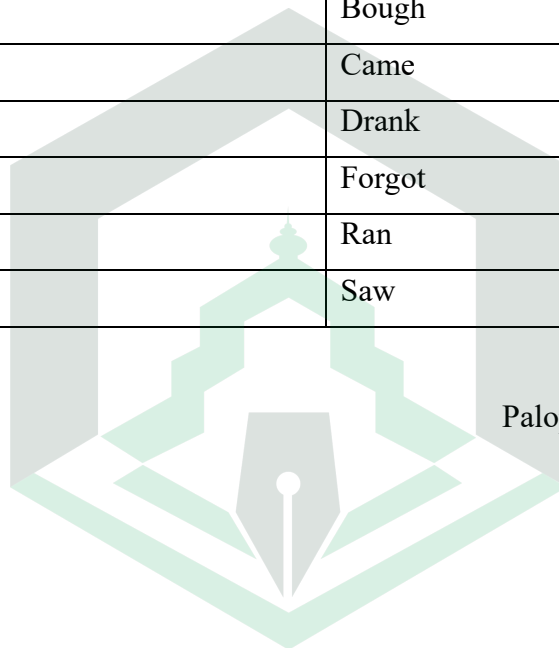
Bentuk	Rumus	
Positif (+)	Verbal	S + Verb2 + O
	Nominal	S + to be (was/were) + Complement
Negatif (-)	Verbal	S + Did + not + Verb1

	Nominal	S + Tobe(was/were) + not + complement
Interogatif	Verbal	Did + S + verb 1?
	Nominal	Tobe + (was/wqere) + S + Complement

Example Verb2

Present	Past
Begin	Began
Bring	Brough
Buy	Bough
Come	Came
Drink	Drank
Forget	Forgot
Run	Ran
See	Saw

Mengetahui,
Guru pamong,



Palopo,

2022

Mahasiswa

Ahmad Taufik

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : SMA
Mata pelajaran : Bahasa Inggris
Materi pokok : Simple past Tense
Pertemuan : 2

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahuny tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang, sesuai dengan konteks penggunaannya.

2. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang dengan jelas, dengan memperhatikan fungsi sosial, struktur sosial dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa mampu lebih aktif di dalam kelas dalam proses pembelajaran bahasa Inggris.
2. Siswa mampu lebih aktif dalam mengevaluasi kesalahan grammatical yang di buat oleh guru dalam proses pembelajaran bahasa Inggris.
3. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

D. Materi pembelajaran

- Mempelajari tentang perubahan simple present tense ke simple past tense

E. Langkah langkah pembelajaran

1. Kegiatan pendahuluan (10 menit)
 - Peneliti memberikan salam
 - Peneliti membuka pelajaran dengan berdoa terlebih dahulu
 - Peneliti mengecek kehadiran siswa
 - Peneliti membuka pelajaran dengan menyapa siswa, menyakan kabar dan lain lain
 - Peneliti mereview pelajaran sebelumnya
2. Kegiatan inti (40 menit)
 - Peneliti mengatakan kepada siswa bahwa mereka harus membaca beberapa kalimat pendek (kalimat aktif) untuk menemukan kesalahan dalam kata kerja dan memperbaikinya.
 - Peneliti membacakan kalimat kepada siswa dan mengklarifikasi jika ada kesalahan pemahaman atau kosakata yang tidak diketahui.
 - Peneliti membagikan lembar kerja kepada setiap siswa dan meminta mereka untuk menemukan kesalahan struktur dalam kalimat pendek tersebut.
 - Siswa harus mengangguk tangan mereka dengan cepat untuk mendapatkan izin untuk memberikan jawaban. Untuk setiap jawaban yang benar, tim mendapatkan sepuluh poin.

- Peneliti menyimpang skor dan menjumlahkannya setelah semua kalimat dibaca dan dikoreksi
3. Kegiatan penutup (10 menit)
- Peneliti menyimpulkan kegiatan yang telah dilakukan
 - Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran
 - Peneliti menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya
 - Peneliti menutup dengan doa

F. Penilaian hasil pembelajaran

Penilaian pengetahuan: grammar
Pedoman penskoran

$$\text{Score} = \frac{\text{total correct answer} \times 100}{\text{Total test items}}$$

The Students' Score Classification

No	Score		Classification
1	96-100	6	Expert
2	86-95	5	Proficient
3	76-85	4	Apprentice
4	66-75	3	Novice
5	56-65	2	Unsatisfactory
6	<55	1	Fail

G. Exercise

Short sentence

Nominal

Subject	To be
I, She, He, It	Was
You, We, They	Were

Regular Verb			
Verb1	Verb2	Verb3	Meaning
Accept	Accepted	Accepted	Menerima
Accuse	Accused	Accused	Menuduh
Add	Added	Added	Menambah
Advise	Advised	Advised	Menasehati
Allow	Allowed	Allowed	Mengizinkan
Answer	Answered	Answered	Menjawab

Irregular Verb			
Verb1	Verb2	Verb3	Meaning
Become	Became	Became	Menjadi
Be	Was/Were	Been	Menjadi/Tobe
Begin	Began	Begun	Mulai
Beat	Beat	beaten	Mengalahkan
Blow	Blew	Blown	Meniup

Example :

- I ate banana
- We watched a movie
- She was busy
- They were at home
- He went to school

Palopo,

2022

Mengetahui,

Guru pamong,

Mahasiswa

Ahmad Taufik

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : SMA
Mata pelajaran : Bahasa Inggris
Materi pokok : Simple past Tense
Pertemuan : 3

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkannya sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahuny tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang, sesuai dengan konteks penggunaannya.

2. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang dengan penjelasan, dengan memperhatikan fungsi sosial, struktur sosial dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa mampu lebih aktif di dalam kelas dalam proses pembelajaran bahasa Inggris.
2. Siswa mampu lebih aktif dalam mengevaluasi kesalahan grammatical yang di buat oleh guru dalam proses pembelajaran bahasa Inggris.
3. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

D. Materi pembelajaran

- Menganalisis kalimat aktif dalam Simple past tense

E. Langkah langkah pembelajaran

1. Kegiatan pendahuluan (10 menit)
 - Peneliti memberikan salam
 - Peneliti membuka pelajaran dengan berdoa terlebih dahulu
 - Peneliti mengecek kehadiran siswa
 - Peneliti membuka pelajaran dengan menyapa siswa, menyakan kabar dan lain lain
 - Peneliti mereview pelajaran sebelumnya
2. Kegiatan inti (40 menit)
 - Peneliti mengatakan kepada siswa bahwa mereka harus membaca beberapa kalimat panjang (kalimat aktif) untuk menemukan kesalahan dalam kata kerja dan memperbaikinya.
 - Peneliti membacakan kalimat kepada siswa dan mengklarifikasi jika ada kesalahan pemahaman atau kosakata yang tidak diketahui.
 - Peneliti membagikan lembar kerja kepada setiap siswa dan meminta mereka untuk menemukan kesalahan struktur dalam kalimat panjang tersebut.
 - Siswa harus mengangguk tangan mereka dengan cepat untuk mendapatkan izin untuk memberikan jawaban. Untuk setiap jawaban yang benar, tim mendapatkan sepuluh poin.

- Peneliti menyimpang skor dan menjumlahkannya setelah semua kalimat dibaca dan dikoreksi
3. Kegiatan penutup (10 menit)
- Peneliti menyimpulkan kegiatan yang telah dilakukan
 - Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran
 - Peneliti menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya
 - Peneliti menutup dengan doa

F. Penilaian hasil pembelajaran
Pedoman penskoran

$$\text{Score} = \frac{\text{total correct answer} \times 100}{\text{Total test items}}$$

The Students' Score Classification

No	Score		Classification
1	96-100	6	Expert
2	86-95	5	Proficient
3	76-85	4	Apprentice
4	66-75	3	Novice
5	56-65	2	Unsatisfactory
6	<55	1	Fail

G. Exercise

Irregular Verb			
Verb1	Verb2	Verb3	Meaning
Bring	Brought	Brought	Membawa
Buy	Bought	Bought	Membeli
Choose	Chose	Chose	Memilih
Catch	Caught	Caught	Menangkap
Come	Come	Come	Datang
Cost	Cost	Cost	Biaya

Regular Verb			
Verb1	Verb2	Verb3	Meaning
Apologize	Apologized	Apologized	Meminta maaf
Arrive	Arrived	Arrived	Tiba
Ask	Asked	Asked	Bertanya
Believe	Believed	Believed	Meyakini
Borrow	Borrowed	Borrowed	Meminjam
Enjoy	Enjoyed	Enjoyed	Nikmati

Example:

- My little sister cried because her doll is broken last year
- She brought pineapple juice for me last night
- They were a famous singer when they were young
- Last evening tiara and her friends played drama for the next show
- Deni thought new idea for educational seminar in his campus

Palopo, 2022

Mengetahui,

Guru pamong

Mahasiswa

Ahmad Taufik

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : SMA
Mata pelajaran : Bahasa Inggris
Materi pokok : Simple past Tense
Pertemuan : 4

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahuny tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang, sesuai dengan konteks penggunaannya.

2. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang dengan penjelasan, dengan memperhatikan fungsi sosial, struktur sosial dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa mampu lebih aktif di dalam kelas dalam proses pembelajaran bahasa Inggris.
2. Siswa mampu lebih aktif dalam mengevaluasi kesalahan grammatical yang di buat oleh guru dalam proses pembelajaran bahasa Inggris.
3. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

D. Materi pembelajaran

- Menganalisis kalimat negative dalam simple past tense

E. Langkah langkah pembelajaran

1. Kegiatan pendahuluan (10 menit)
 - Peneliti memberikan salam
 - Peneliti membuka pelajaran dengan berdoa terlebih dahulu
 - Peneliti mengecek kehadiran siswa
 - Peneliti membuka pelajaran dengan menyapa siswa, menyakan kabar dan lain lain
 - Peneliti mereview pelajaran sebelumnya
2. Kegiatan inti (40 menit)
 - Peneliti mengatakan kepada siswa bahwa mereka harus membaca beberapa kalimat pendek (kalimat negatif) untuk menemukan kesalahan dalam kata kerja dan memperbaikinya.
 - Peneliti membacakan kalimat kepada siswa dan mengklarifikasi jika ada kesalahan pemahaman atau kosakata yang tidak diketahui.
 - Peneliti membagikan lembar kerja kepada setiap siswa dan meminta mereka untuk menemukan kesalahan struktur dalam kalimat panjang tersebut.
 - Siswa harus mengangguk tangan mereka dengan cepat untuk mendapatkan izin untuk memberikan jawaban. Untuk setiap jawaban yang benar, tim mendapatkan sepuluh poin.

- Peneliti menyimpang skor dan menjumlahkannya setelah semua kalimat dibaca dan dikoreksi.
3. Kegiatan penutup (10 menit)
- Peneliti menyimpulkan kegiatan yang telah dilakukan
 - Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran
 - Peneliti menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya
 - Peneliti menutup dengan doa

F. Penilaian hasil pembelajaran
Pedoman penskoran

$$\text{Score} = \frac{\text{total correct answer} \times 100}{\text{Total test items}}$$

The Students' Score Classification

No	Score		Classification
1	96-100	6	Expert
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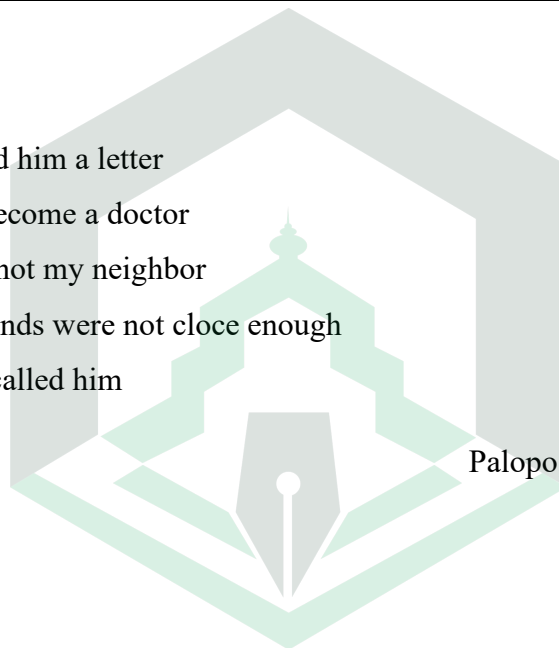
G. Exercise

Irregular Verb			
Verb1	Verb2	Verb3	Meaning
Cost	Cost	Cost	Biaya
Drink	Drank	Drunk	Minum
Do	Did	Done	Melakukan
Draw	Drew	Drawn	Menggabar
Eat	Ate	Eaten	Makan
Find	Found	Found	Menemukan

Regular Verb			
Verb1	Verb2	Verb3	Meaning
Help	Helped	Helped	Menolong
Explain	Explained	explained	Menjelaskan
Graduate	Graduated	Graduated	Lulus
Hate	Hated	Hated	Membenci
Help	Helped	Helped	Membantu
Hope	Hoped	Hoped	Berharap

Example :

- I did not send him a letter
- He did not become a doctor
- Ahmad was not my neighbor
- I and my friends were not cloce enough
- She did not called him



Palopo,

2022

Mengetahui,

Guru pamong

Mahasiswa

Ahmad Taufik

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : SMA
Mata pelajaran : Bahasa Inggris
Materi pokok : Simple past Tense
Pertemuan : 5

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahuny tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang, sesuai dengan konteks penggunaannya.

2. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang dengan penjelasan, dengan memperhatikan fungsi sosial, struktur sosial dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa mampu lebih aktif di dalam kelas dalam proses pembelajaran bahasa Inggris.
2. Siswa mampu lebih aktif dalam mengevaluasi kesalahan grammatical yang di buat oleh guru dalam proses pembelajaran bahasa Inggris.
3. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

D. Materi pembelajaran

- Menganalisis kalimat negative dalam simple past tense

E. Langkah langkah pembelajaran

1. Kegiatan pendahuluan (10 menit)
 - Peneliti memberikan salam
 - Peneliti membuka pelajaran dengan berdoa terlebih dahulu
 - Peneliti mengecek kehadiran siswa
 - Peneliti membuka pelajaran dengan menyapa siswa, menyakan kabar dan lain lain
 - Peneliti mereview pelajaran sebelumnya
2. Kegiatan inti (40 menit)
 - Peneliti mengatakan kepada siswa bahwa mereka harus membaca beberapa kalimat panjang (kalimat negatif).
 - Peneliti membagikan lembar kerja kepada setiap siswa dan memintamereka untuk menemukan kesalahan struktur dalam kalimat panjang tersebut dan memperbaikinya.
 - Siswa harus segera mengangkat tangan untuk mendapatkan izin memberikan jawaban. Untuk setiap jawaban yang benar, tim akan mencetak sepuluh poin.
 - Peneliti menyimp skor dan menjumlahkannya setelah semua kalimat dibaca dan dikoreksi.
3. Kegiatan penutup (10 menit)

- Peneliti menyimpulkan kegiatan yang telah dilakukan
- Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran
- Peneliti menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya
- Peneliti menutup dengan doa

F. Penilaian hasil pembelajaran

Penilaian pengetahuan: grammar

Pedoman penskoran

$$\text{Score} = \frac{\text{total correct answer} \times 100}{\text{Total test items}}$$

The Students' Score Classification

No	Score		Classification
1	96-100	6	Expert
2	86-95	5	Proficient
3	76-85	4	Apprentice
4	66-75	3	Novice
5	56-65	2	Unsatisfactory
6	<55	1	Fail

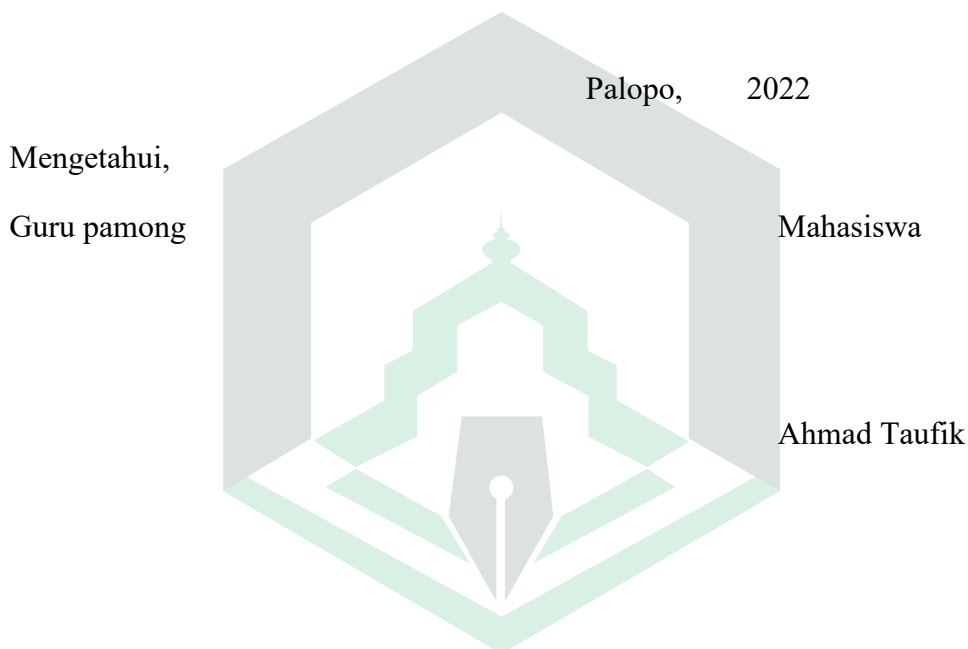
G. Exercise

Irregular Verb			
Verb1	Verb2	Verb3	Meaning
Fly	Flew	Flown	Terbang
Forget	Forgot	Forgetten	Melupakan
Get	Got	Got	Mendapatkan
Go	Went	Gone	Pergi
Keep	Kept	Kept	Menyimpan
Know	Knew	Known	Mengetahui
Lose	Lost	Lost	Menghilang
Meet	Met	Met	Bertemu

Regular Verb			
Verb1	Verb2	Verb3	Meaning
Improve	Improved	Improved	Meningkatkan
Join	Joined	Joined	Bergabung
Jump	Jumped	Jumped	Melompat
Introduce	Introduced	Introduced	Memperkenalkan
Kill	Killed	Killed	Membunuh
Lie	Lied	Lied	Berbohong
Listen	Listened	Listened	Mendengarkan
Live	Lived	Lived	Hidup

Example:

- We were not friend last year, but she love me now
- They did not walk to the jugle when hiking last year
- I did not watch superman vs batman last weak
- He did not build a big house last year
- She did not play piano beautifully in the last concert



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan : SMA
Mata pelajaran : Bahasa Inggris
Materi pokok : Simple Past Tense
Pertemuan : 6

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingintahuny tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang, sesuai dengan konteks penggunaannya.

2. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mendeskripsikan seseorang dengan penjelasan, dengan memperhatikan fungsi sosial, struktur sosial dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Siswa mampu lebih aktif di dalam kelas dalam proses pembelajaran bahasa Inggris.
2. Siswa mampu lebih aktif dalam mengevaluasi kesalahan grammatical yang di buat oleh guru dalam proses pembelajaran bahasa Inggris.
3. Siswa mampu untuk meningkatkan mentalnya untuk berbicara di depan teman-temannya.

D. Materi pembelajaran

- Menganalisis kesalahan dalam sebuah teks narasi simple past tense

E. Langkah langkah pembelajaran

1. Kegiatan pendahuluan (10 menit)
 - Peneliti memberikan salam
 - Peneliti membuka pelajaran dengan berdoa terlebih dahulu
 - Peneliti mengecek kehadiran siswa
 - Peneliti membuka pelajaran dengan menyapa siswa, menyakan kabar dan lain lain
 - Peneliti mereview pelajaran sebelumnya
2. Kegiatan inti (40 menit)
 - Peneliti mengatakan kepada siswa bahwa mereka akan membaca sebuah paragraf naratif dan menuliskan kata kerja yang menurut mereka salah dan memperbaikinya.
 - Siswa membacakan paragraf naratif.
 - Siswa harus segera mengangkat tangan untuk mendapatkan izin memberikan jawaban.
 - Peneliti meminta siswa untuk mengucapkan dengan lantang kata kerja yang salah yang mereka baca dan koreksinya juga.
 - Peneliti menyimpang skor dan menjumlahkannya setelah semua kata kerja diperbaiki.
3. Kegiatan penutup (10 menit)
 - Peneliti menyimpulkan kegiatan yang telah dilakukan

- Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran
- Peneliti menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya
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G. Exercise

Teks narrative

Pinocchio

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

Palopo, 2022

Mengetahui,

Guru pamong

Mahasiswa

Ahmad Taufik

PRE TEST

- 1) I ... his car last night.
 - a. Drive
 - b. Am
 - c. Drove**
 - d. Driving
- 2) Mechanic ... broken machine last week.
 - a. Does
 - b. Fix
 - c. Fixed**
 - d. Have
- 3) They ... photograph last month.
 - a. Taking
 - b. Takes
 - c. Took**
 - d. Has
- 4) Dona..... this delicious food for us, 1 hour ago
 - a. Cooking
 - b. Cooked**
 - c. Cooks
 - d. Cook
- 5) I..... this floor yesterday
 - a. Swept**
 - b. Sweep
 - c. Sweeps
 - d. Sweeped
- 6) I.....to the school alone yesterday

- a. Walk
b. Walked
c. Walks
d. Walking
- 7) We.....in this restaurant 2 days ago
a. Ate
b. Eaten
c. Eating
d. Eat
- 8) I.....in this sofa with him las night.
a. Sleeping
b. Sleep
c. Slept
d. Slepед
- 9) We..... each other 2 years ago
a. Love
b. Be loving
c. Are love
d. Loved
- 10) We.....to the collage yesterday
a. Walking
b. Walk
c. Walked
d. Be walking
- 11) My students.....hard last night
a. Research
b. Studied

c. Was research

d. Researching

12) My teacher.....me about this mathematic last year

a. Taught

b. Teaching

c. Teaches

d. Teach

13) I.....a cake to your house last night

a. Bring

b. Brought

c. Brings

d. Bringing

14) Maria ... to market 2 days ago.

a. Go

b. Goes

c. Went

d. Gone

15) We..... to aceh two weeks ago

a. Gone

b. Come

c. Went

d. Go

16) They..... this music two hours ago

a. Listened

b. Listen

c. Listening

d. Be listen



17) Anita.....me in this market yesterday

- a. Meeting
- b. Meets
- c. Met**
- d. Meet

18) I my Job Training last month.

- a. Finish
- b. Had finish
- c. Finishing
- d. Finished**

19) I my mother last Sunday.

- a. Call
- b. Called**
- c. Calls
- d. Calling

20) I.....in this office 2 years ago

- a. Working
- b. Worked**
- c. Work
- d. Be working

ESSAY

1. He (run) in the field yesterday.
2. Mary (talk) to John on the phone last night.
3. Our teacher (stand) in the front of the room yesterday.
4. I (live) in this village since last year.
5. My family (go) to the museum last holiday.

POST-TEST

MULTIPLE CHOICE

1. Yesterday I (*see*) _____ Fumiko at the library.
 - a. See
 - b. Saw**
 - c. Seen
 - d. Was

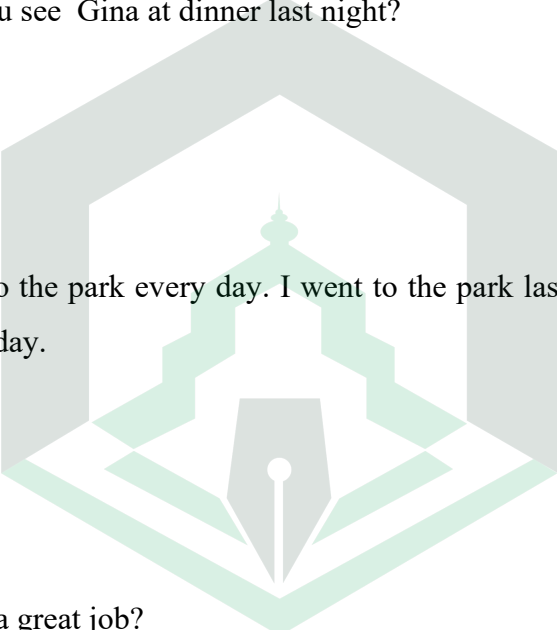
2. Maria (*do*) _____ her homework last night
 - a. Does
 - b. Do
 - c. Doing
 - d. Did**

3. A strange thing (*happen*) _____ to me yesterday. I couldn't remember my own telephone number.
 - a. Help
 - b. Happening
 - c. Happen
 - d. Happened**

4. They _____ not here last night.
 - a. Were**
 - b. Was
 - c. Here
 - d. Do

5. Dr. Ruckman is in her office this morning, but she _____ not in her office yesterday morning.
 - a. Was**
 - b. Were
 - c. Only
 - d. Do

6. They _____ not walk to school yesterday.

- a. Was
b. Were
c. Did
d. Does
7. _____ you at home last night?
a. Was
b. Were
c. Is
d. Are
8. _____ you see Gina at dinner last night?
a. What
b. Do
c. Does
d. Did
9. I don't go to the park every day. I went to the park last week, but I _____ there yesterday.
a. Don't
b. Did not
c. Do not
d. Does not
10. Do they do a great job?
a. Did they did a great job?
b. Did they do a great job?
c. Did not they do a great job?
d. Do they did a great job?
11. Tom (*put*) _____ the butter in the refrigerator yesterday.
a. Put
b. Puts
c. Puts not
d. Puted
12. My friends _____ at home last week
- 

- a. Does
- b. Do
- c. Was
- d. Were

13. He (*make*) _____ cake yesterday.

- a. Made
- b. Make
- c. Makes
- d. Meal

14. I usually drink a cup of coffee in the morning but yesterday I _____ a cup of tea.

- a. Was
- b. Drink
- c. Drunk
- d. Drank

15. They _____ an architect?.

- a. Was
- b. Were
- c. Are
- d. Is

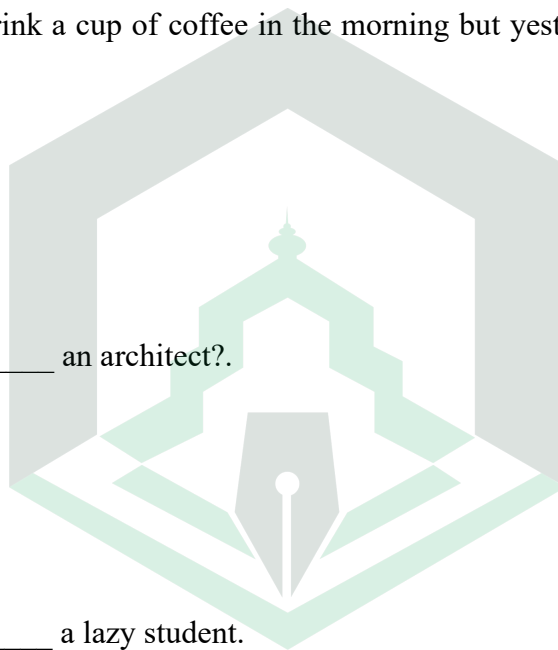
16. She _____ a lazy student.

- a. Isn't
- b. Weren't
- c. Wasn't
- d. Am not

17. Dodit _____ hir report

- a. Does not finish
- b. Did not finish
- c. Didn't finished
- d. Did not finished

18. Did he _____ English last week?



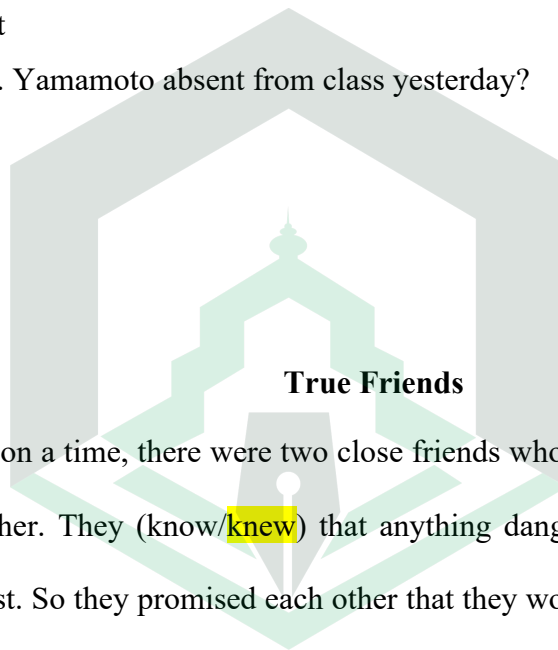
- a. Studied
- b. Studies
- c. Studying
- d. Study

19. I don't go to the market every day. I went to the market last week, but I _____ there yesterday.

- a. Is not
- b. Did not
- c. Do not
- d. Does not

20. _____ Mr. Yamamoto absent from class yesterday?

- a. Will
- b. What
- c. Was
- d. Were



Once upon a time, there were two close friends who were walking through the forest together. They (know/knew) that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they (see/saw) a large bear getting closer toward them. One of them (climb/climbed) a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear (come/came) near the one who was lying on the ground. It (smell/smelt) in his ears, and slowly left the place because the bears do not want

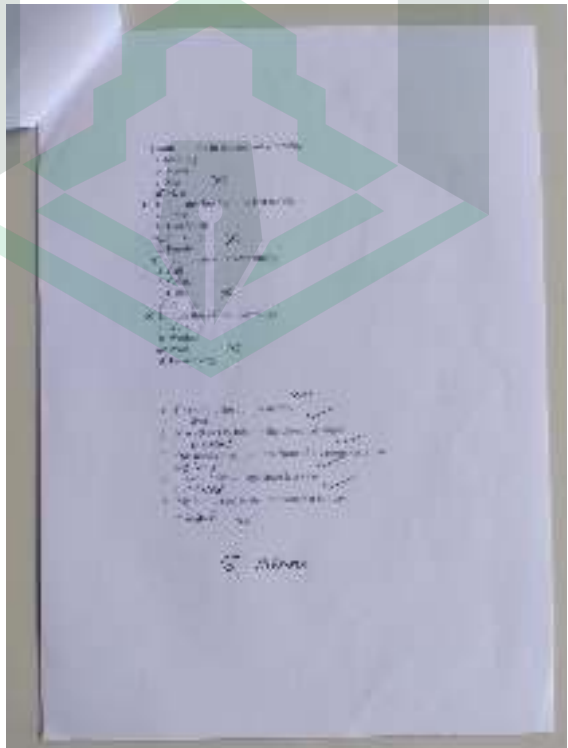
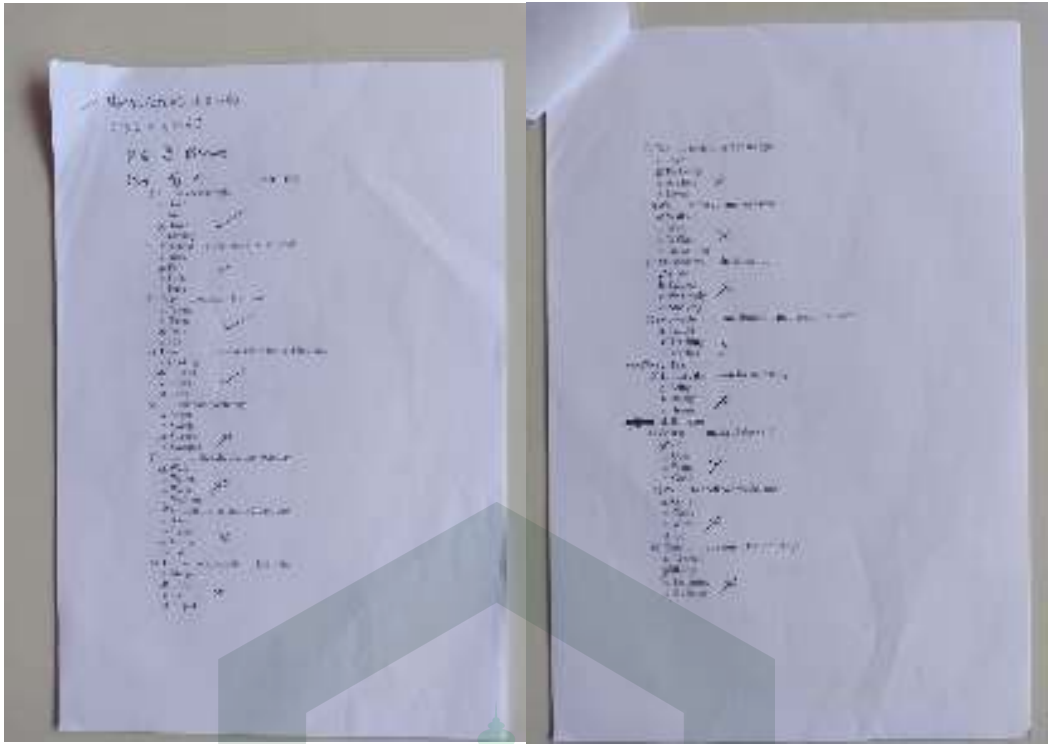
to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, “Friend, what did the bear whisper into your ears?” The other friend replied, “Just now the bear advised me not to believe a false friend”.

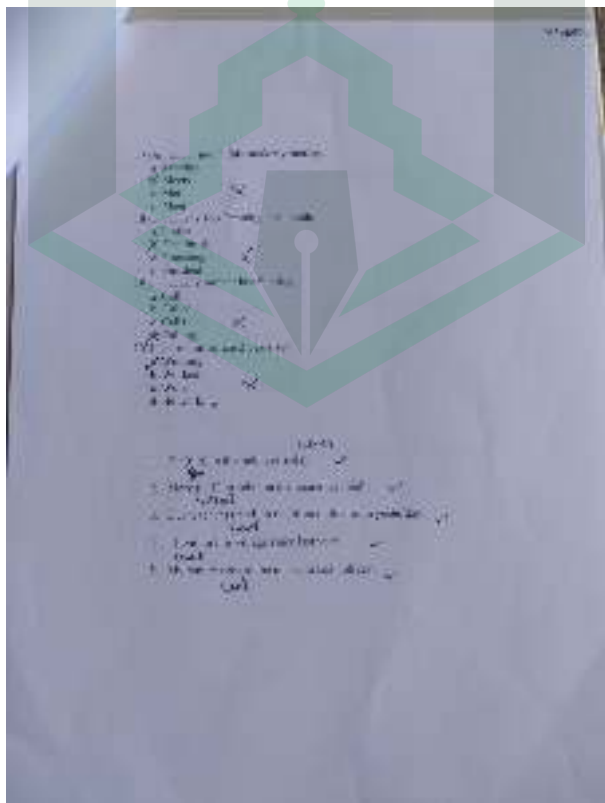
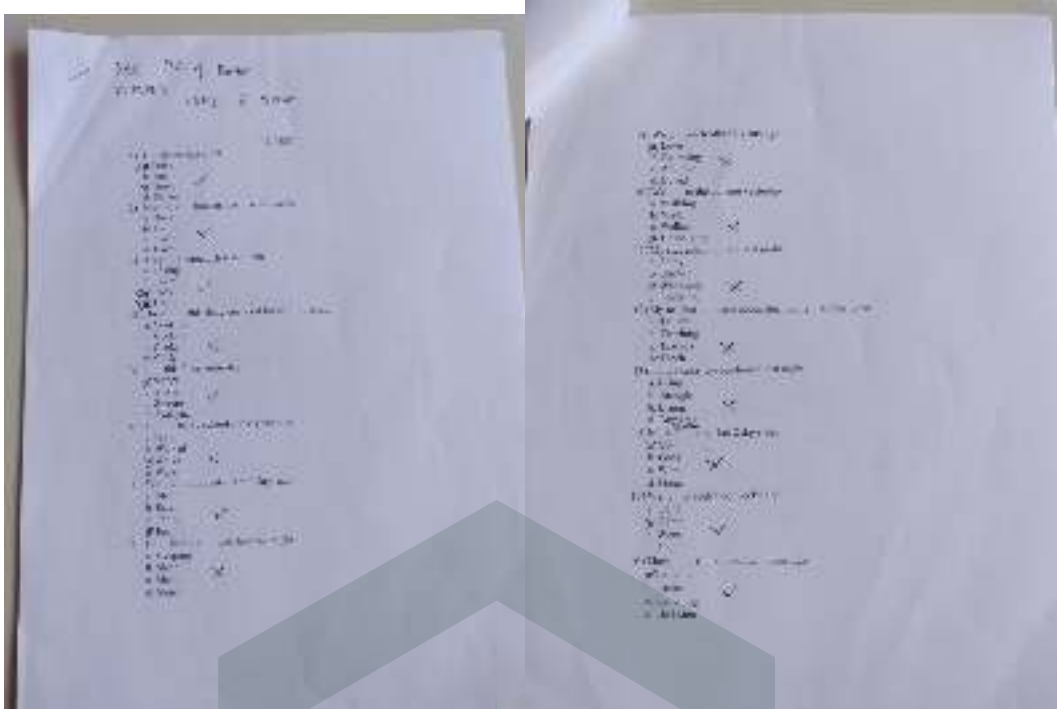


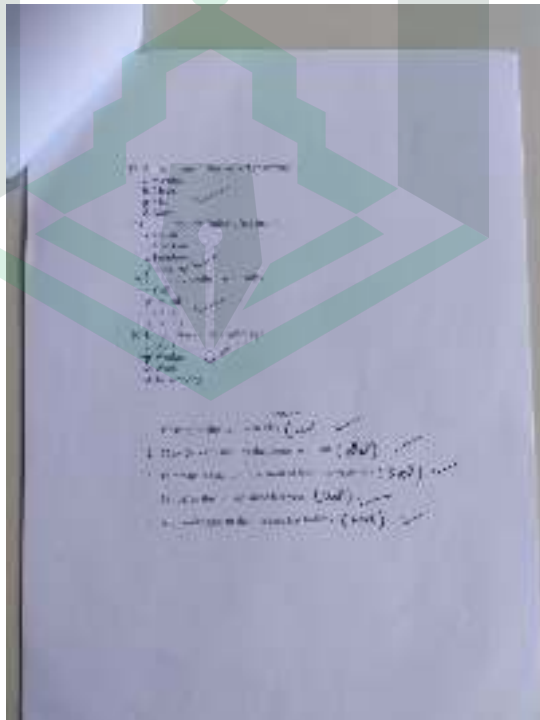
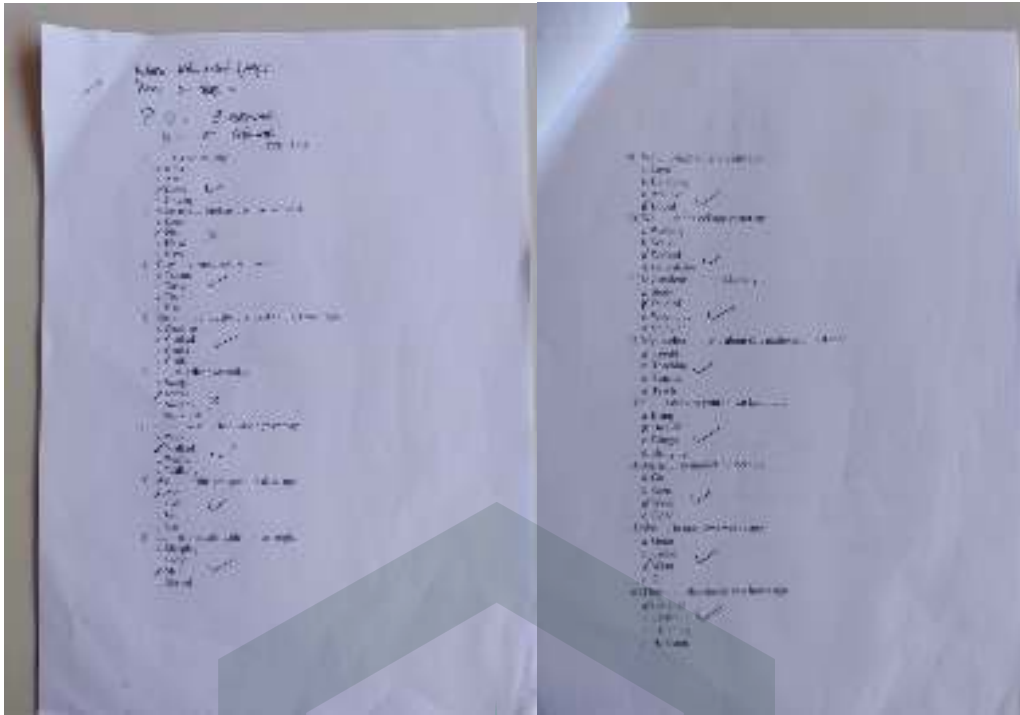
DOCUMENTATION

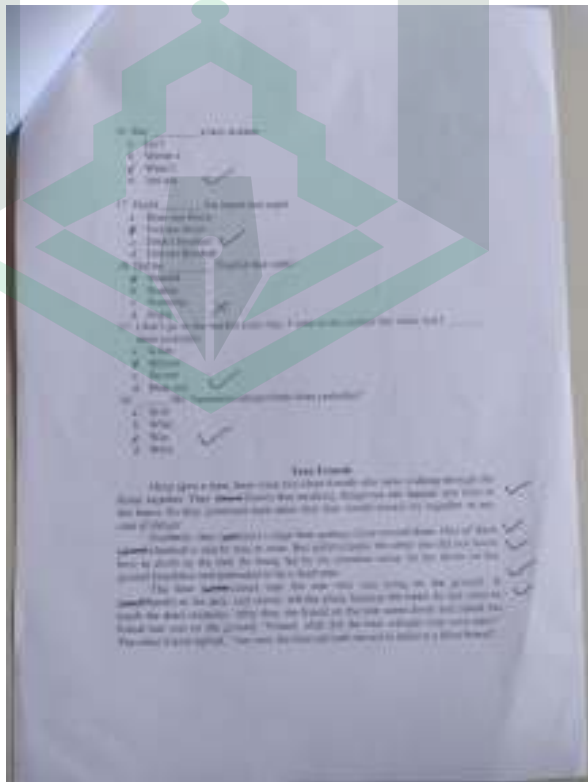
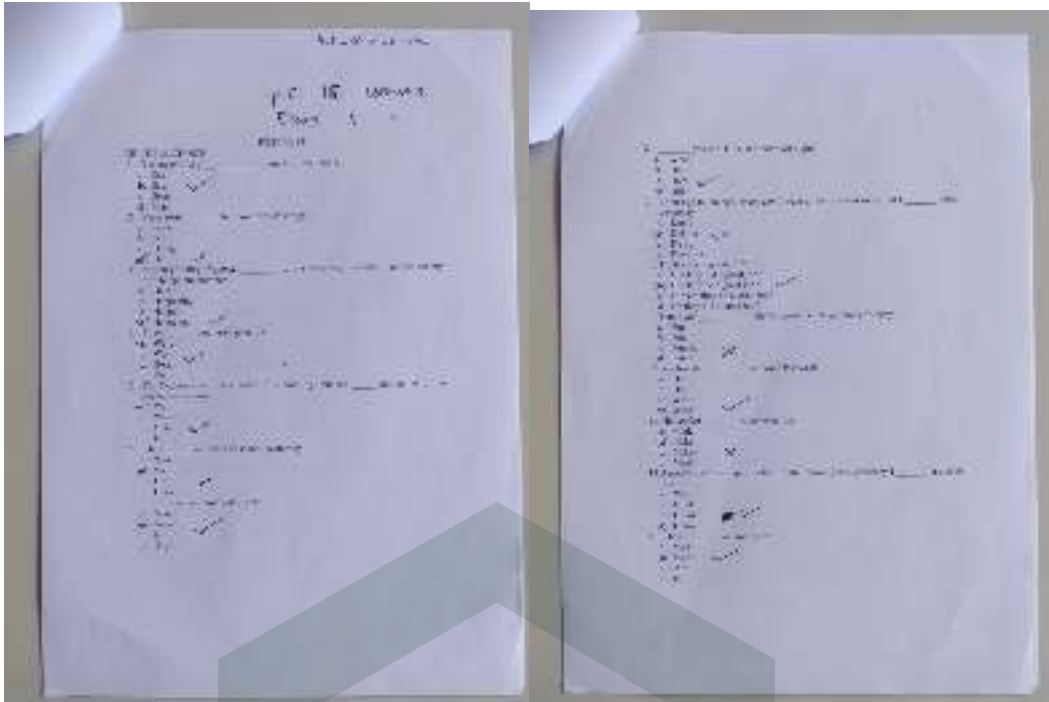


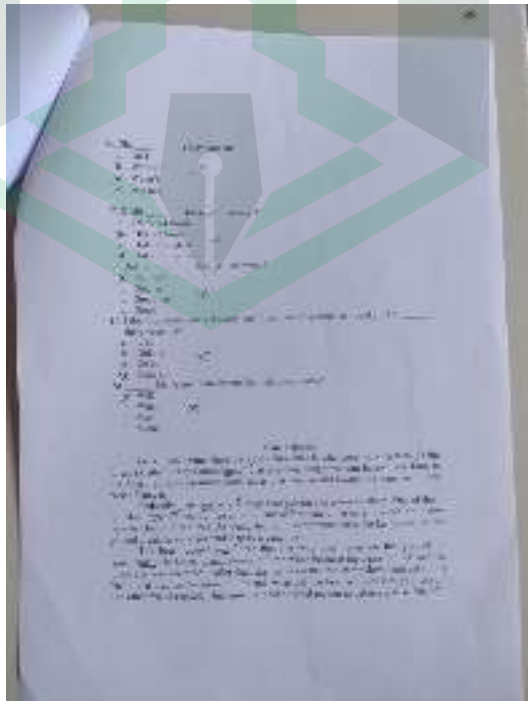
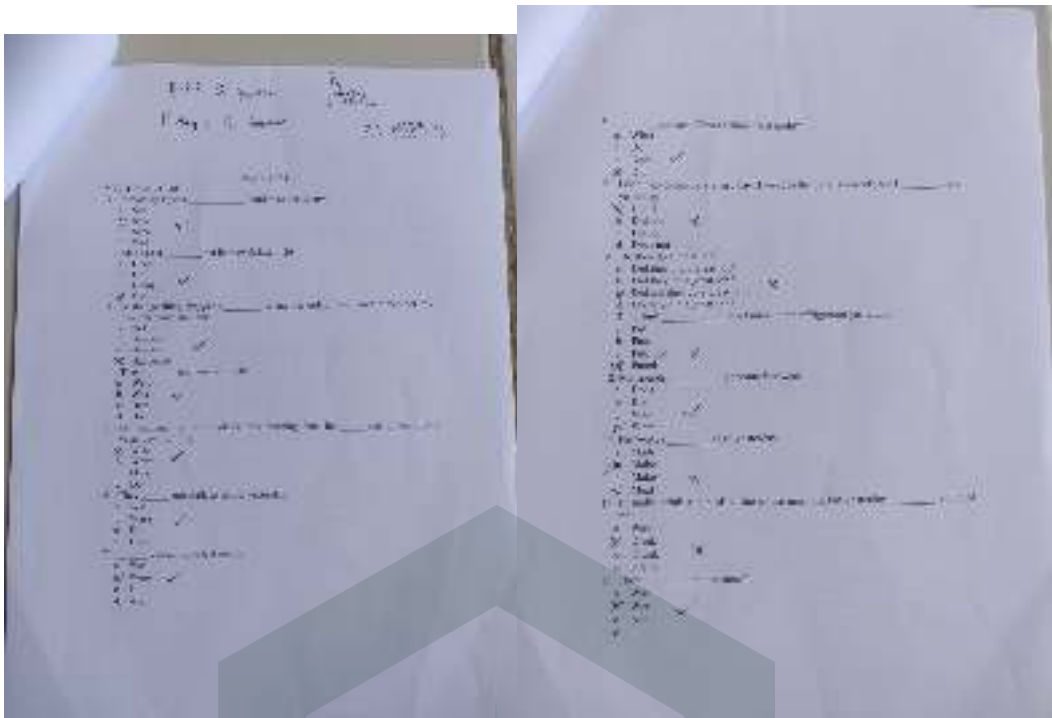


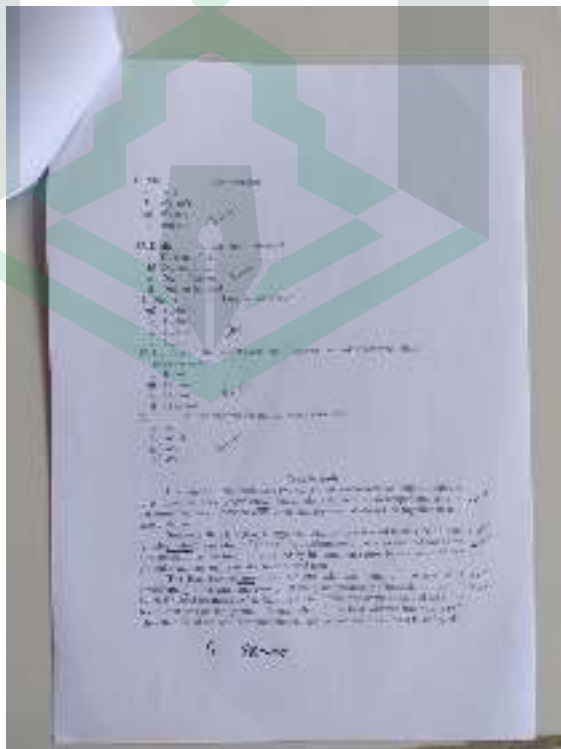
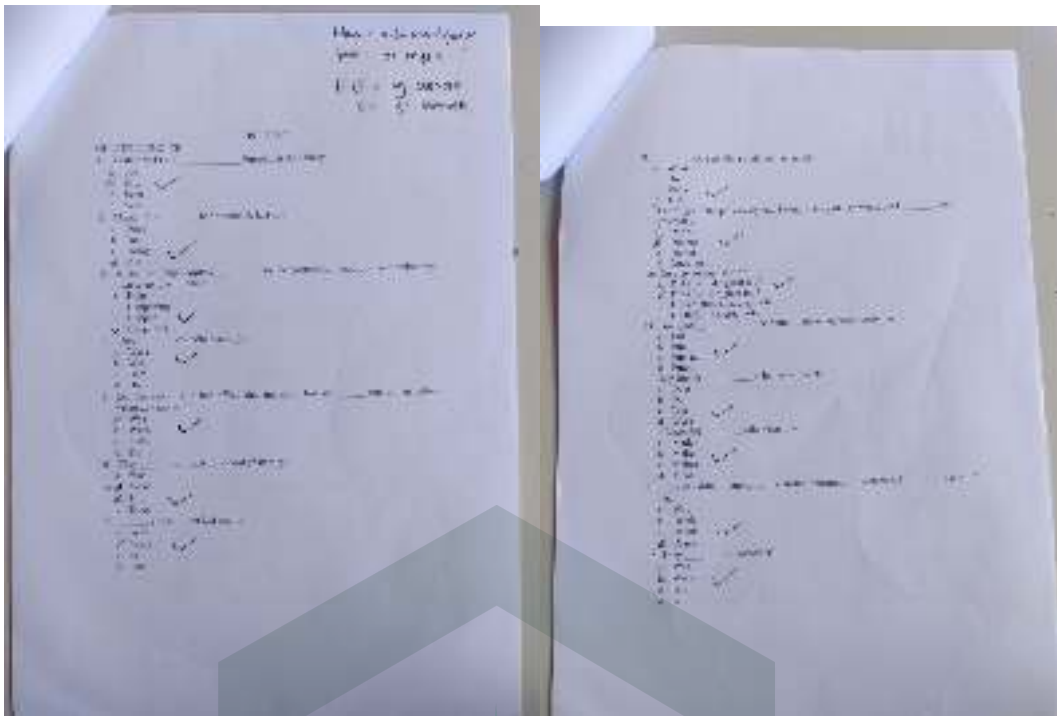














PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat: Jl. K.H.M. Hasbiy No 5 Kota Palopo - Sulawesi Selatan Telp. (0471) 328548

ASLI

IZIN PENELITIAN
 NOMOR: 311/IP/DPMPTSP/IV/2022

DASAR HUKUM:

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Kepada Badan Penyelenggara Perizinan dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	AHMAD TAUFIK
Jenis Kelamin	Laki-Laki
Alamat	Jl. Opu Tosoppalle Kota Palopo
Pekerjaan	Mahasiswa
NIM	17 0202 0092

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul:

MISTAKE BUSTER AS A TEACHING TECHNIQUE (AN EXPERIMENTAL RESEARCH AT THE SECOND GRADERS OF MAN PALOPO)

Lokasi Penelitian	MADRASAH ALYIAH NEGERI (MAN) PALOPO
Lamanya Penelitian	04 April 2022 s.d. 04 Juli 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaatinya semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal: 05 April 2022
 dan Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP


SUBIHA, SH
 Pangkat: Penata Tk I
 NIP. 19720215 200604 2 016

Tembusan:

1. Kepala Badan Kesbang THN Set-Set;
2. Walikota Palopo;
3. Danram 1403 SWG;
4. Kapotres Palopo;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Bidang Kota Palopo;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
P a l o p o

SURAT KETERANGAN PENELITIAN

Nomor : 172 /Ma.21.14.01/TL.00/IV/2022

Yang bertanda tangan dibawah ini :

N a m a : Dra. Hj. Jumrah, M.Pd.I
NIP. : 196612311994032009
Pangkat/Gol. : Pembina IV/a
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :


N a m a : Ahmad Taufik
Jenis Kelamin : Laki - Laki
Alamat : Jl. Opu Tosappaile Kota Palopo
Pekerjaan : Mahasiswa
NIM : 1702020092

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul "*Mistake Buster As A Teaching Technique (An Experimental Research At The Second Graders Of MAN Palopo)*".

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 14 April 2022
Kepala Madrasah,




Dra. Hj. Jumrah, M.Pd.I -
NIP. 196612311994032009

CURRICULUM VITAE



The researcher, Ahmad Taufik was born on the 17th of February 1999 in Malangke Barat. His father's name is Andi Sumardi and his mother's name is Herni. He has four brothers and one sister.

He started his study elementary school (SDN 129 Pattimang) in 2005. He graduated in 2011 and continued his study at SMPN 1 Malangke, he graduated in 2014 and continued his study at SMAN 1 Malangke Barat, he graduated in 2017. After that in 2017, he continued his study at the State Islamic Institute of Palopo and took English Department.

At the end of his study at the State Islamic Institute of Palopo, wrote a thesis entitled “ *The Mistake Buster as a Technique in Teaching Grammar (An Experimental Research at The Eleventh Graders of Madrasah Aliyah Negeri Palopo).* ”